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HOME ACTIVITIES, MOTIVES, AND ATTITUDES OF SEVENTH AND
EIGHTH GRADE PUPILS IN THE DIFFERENT TYPES OF
PUBLIC SCHOOLS IN NORTH CAROLINA

by

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A thesis submitted to
the Faculty of
The Consolidated University of North Carolina
in partial fulfillment
of the requirements for the degree
Master of Science

Greensboro

1951

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ACKNOWLEDGEMENTS

The writer wishes to express her sincere appreciation to Dr. Josephine Kremer for her guidance and untiring help in making this thesis possible, and to Miss Margaret M. Edwards, Mrs. Bess N. Rosa, Mrs. Cathryne B. Kehoe, Miss Viva M. Playfoot, and Mr. Herbert E. Vaughn, Jr. for their assistance and encouragement during the development of this study.

Appreciation is also expressed to the principal, teachers, and pupils of the Central Junior High School, Mebane, and Stoneville High Schools for their splendid cooperation.

H. E. W.

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
II. REVIEW OF LITERATURE	3
III. ALL ACTIVITIES OF PUPILS	11
IV. FOOD ACTIVITIES	25
V. FUN AFTER SCHOOL YESTERDAY	47
VI. SELECTION OF CLOTHES	71
VII. DECISION AS TO TIME TO GO TO BED AND TO GET UP . .	95
VIII. GROOMING ACTIVITIES	106
IX. STUDY AT HOME YESTERDAY	122
X. CARE OF POSSESSIONS AND OTHER PERSONS	128
XI. HOUSEHOLD ACTIVITIES	139
XII. MANAGEMENT OF PERSONAL FINANCES	163
XIII. SHARE IN PLANNING FAMILY ACTIVITIES LAST WEEK . . .	175
XIV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	183
BIBLIOGRAPHY	191
APPENDIX	193
A. INTERVIEW SCHEDULE FOR HOME ACTIVITIES, MOTIVES, AND ATTITUDES	193

LIST OF TABLES

TABLE		PAGE
I.	Frequency and Popularity of Activities	12
II.	Differences between Boys and Girls in Number of Specific Activities and Percentage of Activities Liked	16
III.	Differences Between Boys and Girls in Age and Sex of Persons With Whom They Had Fun and in Location of Play	17
IV.	Differences Between Urban, Industrial, and Rural Pupils in Number of Specific Activities and Percentage of Specific Activities Liked	19
V.	Differences Between Boys in Relationships of Persons With Whom They Had Fun and in Location of Play	20
VI.	Person Responsible for Idea and Attitude Toward the Activity	22
VII.	Boys' Food Activities and Person Responsible for Choice of Activity	26
VIII.	Food Eaten by Boys Yesterday and Attitude Toward Activity	27
IX.	Boys' Food Preparation Last Week and Attitude Toward Activity	28
X.	Boys' Food Buying Yesterday and Attitude Toward Activity	30
XI.	Boys Who Set Table, Cleared Table, and Washed or Dried Dishes Yesterday and Attitude Toward Activity	31
XII.	Person Responsible for Idea Related to Attitude Toward Boys' Food Activities	33
XIII.	Girls' Food Activities and Person Responsible for Choice of Activity	36

LIST OF TABLES

TABLE		PAGE
XIV.	Food Eaten by Girls Yesterday and Attitude Toward Activity	37
XV.	Girls' Food Preparation Last Week and Attitude Toward Activity	38
XVI.	Girls' Who Set Table, Washed or Dried Dishes, and Cleared Table Yesterday and Attitude Toward Activity	40
XVII.	Girls' Food Buying Yesterday and Attitude Toward Activity	43
XVIII.	Person Responsible for Idea Related to Attitude Toward Girls' Food Activities	44
XIX.	Boys' Activities For Fun After School Yesterday and Person Responsible for Choice of Activity . .	48
XX.	Boys' Activities for Fun After School Yesterday and Attitude Toward Activity	49
XXI.	Age and Sex of Persons With Whom Boys Had Fun After School Yesterday and Person Responsible for Choice of Persons	51
XXII.	Age and Sex of Persons With Whom Boys Had Fun After School Yesterday and Attitude Toward Choice of Persons	52
XXIII.	Relationships of Persons With Whom Boys Had Fun After School Yesterday and Person Responsible for Choice of Persons	53
XXIV.	Relationships of Persons With Whom Boys Had Fun After School Yesterday and Attitudes Toward Choice of Persons	54
XXV.	Boys' Location of Play Yesterday and Person Responsible for Choice of Location	56
XXVI.	Boys' Location of Play Yesterday and Attitude Toward Location	57

LIST OF TABLES

TABLE		PAGE
XXVII.	Person Responsible for Idea Related ^{to Attitude} Toward Boys' Activity for Fun, Age and Sex, and Relationship of Persons With Whom Fun Was Had, and Location of Play	58
XXVIII.	Girls' Activities For Fun After School Yesterday and Person Responsible for Choice of Activity . .	59
XXIX.	Girls' Fun After School Yesterday and Attitude Toward Activity	61
XXX.	Age and Sex of Persons With Whom Girls Had Fun After School Yesterday and Person Responsible for Choice of Persons	62
XXXI.	Age and Sex of Persons With Whom Girls Had Fun After School Yesterday and Attitude Toward Choice of Person	64
XXXII.	Relationships of Persons With Whom Girls Had Fun After School Yesterday and Person Responsible for Choice of Persons	65
XXXIII.	Relationships of Persons With Whom Girls Had Fun After School Yesterday and Attitude Toward Choice of Persons	66
XXXIV.	Girls' Location of Play Yesterday and Person Responsible for Choice of Location	67
XXXV.	Girls' Location of Play Yesterday and Attitude Toward Location	69
XXXVI.	Person Responsible for Idea Related to Attitude Toward Girls' Activity for Fun, Age and Sex, and Relationship of Person With Whom Fun Was Had, and Location of Play	70
XXXVII.	Boys' Clothing Selection and Person Responsible for Choice of Activity	72
XXXVIII.	Boys' Selection of Clothes Worn to School Yesterday and Attitude Toward Activity	74
XXXIX.	Boys' Selection of Clothes Worn to Church, Parties, and Special Places Last Week and Attitude Toward Activity	76

LIST OF TABLES

TABLE		PAGE
XL.	Boys' Selection of Clothes Worn on Rainy Days and Attitude Toward Activity	77
XLI.	Boys' Selection of Clothes Bought This Fall and Attitude Toward Activity	78
XLII.	Boys' Selection of Clothes Made This Fall and Attitude Toward Activity	80
XLIII.	Person Responsible for Idea Related to Attitude Toward Boys' Selection of Clothes	81
XLIV.	Girls' Clothing Selection and Person Responsible for Choice of Activity	83
XLV.	Girls' Selection of Clothes Worn to School Yesterday and Attitude Toward Them	86
XLVI.	Girls' Selection of Clothes Worn to Church, Parties, and Special Places Last Week and Attitude Toward Activity	87
XLVII.	Girls' Selection of Clothes Worn on Rainy Days and Attitude Toward Activity	88
XLVIII.	Girls' Selection of Clothes Bought This Fall and Attitude Toward Activity	90
XLIX.	Girls' Selection of Clothes Made This Fall and Attitude Toward Activity	91
L.	Person Responsible for Idea Related to Attitude Toward Girls' Selection of Clothes	92
LI.	Boys' Bed Time Last Night and Time to Get Up This Morning and Person Responsible for Choice of Time	96
LII.	Boys' Bed Time Last Night and Attitude Toward Decision as to Time	97
LIII.	Boys' Time to Get Up This Morning and Attitude Toward Decision as to Time	98
LIV.	Person Responsible for Idea Related to Attitude Toward Boys Decision as to Time	100

LIST OF TABLES

TABLES	PAGE
LV. Girls' Bed Time Last Night and Time to Get Up This Morning and Person Responsible for Choice of Time	101
LVI. Girls' Bed Time Last Night and Attitude Toward Decision as to Time	102
LVII. Girls' Time to Get Up This Morning and Attitude Toward Decision as to Time	103
LVIII. Person Responsible for Idea Related to Attitude Toward Girls Decision as to Time	105
LIX. Boys' Grooming Activities and Person Responsible for Choice of Activity	107
LX. Boys' Grooming Activities and Attitude Toward Activity	108
LXI. Person Responsible for Idea Related to Attitude Toward Boys' Grooming Activities	112
LXII. Girls' Grooming Activities and Person Responsible for Choice of Activity	113
LXIII. Girls' hanging Up Clothes Yesterday and Attitude Toward Activity	114
LXIV. Girls' Repair of Clothes Last Week and Attitude Toward Activity	116
LXV. Girls' Pressing of Clothes Last Week and Attitude Toward Activity	117
LXVI. Girls' Washing Hair Last Week and Attitude Toward Activity	118
LXVII. Girls' Polishing of Shoes Last Week and Attitude Toward Activity	120
LXVIII. Person Responsible for Idea Related to Attitude Toward Girls' Grooming Activities	121
LXIX. Boys' Study at Home and Attitude Toward Activity	123

LIST OF TABLES

TABLE		PAGE
LXX.	Person Responsible for Idea Related ^{to Attitude} Toward Boys' Study at Home	124
LXXI.	Girls' Study at Home Yesterday and Attitude Toward Activity	126
LXXII.	Person Responsible for Idea Related ^{to Attitude} Toward Girls' Study at Home	127
LXXIII.	Boys' Care of Possessions and Other Persons and Person Responsible for Choice of Activity	129
LXXIV.	Boys' Care of Possessions and Other Persons and Attitude Toward Activity	130
LXXV.	Person Responsible for Idea Related to Attitude Toward Boys' Care of Possessions and Other Persons	132
LXXVI.	Girls' Care of Possessions and Other Persons and Person Responsible for Choice of Activity	134
LXXVII.	Girls' Care of Possessions and Other Persons and Attitude Toward Activity	135
LXXVIII.	Person Responsible for Idea Related to Attitude Toward Girls' Care of Possessions and Other Persons	138
LXXIX.	Boys' Household Activities and Person Responsible for Choice of Activity	140
LXXX.	Boys' Care of Yard or Lawn Last Week and Attitude Toward Activity	142
LXXXI.	Boys' Work in Garden Last Week and Attitude Toward Activity	144
LXXXII.	Boys' Outdoor Chores Last Week and Attitude Toward Activity	145
LXXXIII.	Boys' Errands Yesterday and Attitude Toward Activity	146
LXXXIV.	Boys' Help in Cleaning and Care of House Last Week and Attitude Toward Activity	148

LIST OF TABLES

TABLE		PAGE
LXXXV.	Person Responsible for Idea Related to Attitude Toward Boys' Household Activities	149
LXXXVI.	Girls' Household Activities and Person Responsible for Choice of Activity	153
LXXXVII.	Girls' Care of Yard or Lawn and Garden Work Last Week and Attitude Toward Activity	155
LXXXVIII.	Girls' Outdoor Chores Last Week and Attitude Toward Activity	157
LXXXIX.	Girls' Errands Yesterday and Attitude Toward Activity	158
XC.	Girls' Help in Cleaning and Care of House Last Week and Attitude Toward Activity	160
XCI.	Person Responsible for Idea Related to Attitude Toward Girls' Household Activities	161
XCII.	Boys' Management of Personal Finances Last Week and Person Responsible for Choice of Activity . .	164
XCIII.	Boys' Method of Receiving Money Last Week and Attitude Toward Activity	165
XCIV.	Boys' Method of Handling Money Last Week and Attitude Toward Activity	167
XCV.	Person Responsible for Idea Related ^{to Attitude} Toward Boys' Management of Personal Finances	168
XCVI.	Girls' Management of Personal Finances Last Week and Person Responsible for Choice of Activity . .	170
XCVII.	Girls' Method of Receiving Money Last Week and Attitude Toward Activity	171
XCVIII.	Girls' Method of Handling Money Last Week and Attitude Toward Activity	172
XCIX.	Person Responsible for Idea Related ^{to Attitude} Toward Girls' Management of Personal Finances	174
C.	Boys' Share in Planning Family Activities Last Week and Person Responsible for Choice of Activity	176

LIST OF TABLES

TABLE		PAGE
CI.	Boys' Share in Planning Family Activities Last Week and Attitude Toward Activity	177
CII.	Person Responsible for Idea Related to Attitude Toward Boys' Share in Planning Family Activities	178
CIII.	Girls' Share in Planning Family Activities Last Week and Person Responsible for Choice of Activity	180
CIV.	Girls' Share in Planning Family Activities Last Week and Attitude Toward Activity	181
CV.	Person Responsible for Idea Related to Attitude Toward Girls' Share in Planning Family Activities	182

CHAPTER I

INTRODUCTION

With the introduction of the twelfth year into the high schools of North Carolina, the school curriculum was forced to meet needs of those students who were the "in-betweens". Vocational Education, through Homemaking and Agriculture divisions, planned a course entitled "Farm Family Living" for the three year transition period. This course was to be taught by the Vocational Homemaking and Agriculture teachers. After the three year transition period the high school homemaking teacher no longer taught those eighth grade pupils.

Today in North Carolina there exist a relatively small number of junior high homemaking courses as compared with the homemaking courses for pupils in grades nine through twelve. From these junior high homemaking teachers came many questions about what units to include, which phases should be emphasized, homemaking activities suitable to grade level, and in general, how to meet the homemaking needs of this age group of pupils. The time has come when there is a need to develop a guide for the use of the junior high homemaking teachers of this state.

The present study was undertaken to determine the home activities, motives, and attitudes of seventh and eighth grade boys and girls in the urban, industrial, and rural communities as a basis for planning the homemaking curriculum for junior high schools in North Carolina.

The purposes of the study were:

1. To determine the home activities of seventh and eighth grade pupils

2. To determine the motives for the home activities
3. To determine the pupils' attitudes toward these activities and motives
4. To determine the differences in home activities of pupils in urban, industrial, and rural communities
5. To determine the differences between the home activities of boys and girls
6. To provide a basis for developing a curriculum for junior high school homemaking

For this study schools were selected to represent the different types of public schools in North Carolina. Central Junior High of Greensboro was chosen to represent the urban community, Mebane as the industrial town, and Stoneville as the rural community. Ten boys and ten girls were chosen at random from the seventh and eighth grade classrooms of each school. The writer, Supervisory Homemaking Teacher at the Curry Demonstration School, had had no previous contact with these pupils.

A sample questionnaire was developed and pretested with five students before the final schedule was completed. In the final schedule family relationships was omitted because the writer felt that it would show up in their attitudes toward the activities. In order to secure a revealing picture of these home activities, motives, and attitudes, basic facts were obtained from each boy and girl by using a prepared schedule which was filled out by individual students under the supervision of the writer. The schedules were administered on a school day, but never on Monday, so that the activities would be typical of those occurring with the pupils during the school week.

The home activities, motives, and attitudes of the seventh and eighth grade boys and girls in the different types of communities were tabulated according to the activity, the person responsible for the idea, and the attitude toward the activity.

CHAPTER II

REVIEW OF LITERATURE

One of the general accepted principles of modern education is the plan for adapting school work to the needs of children in particular conditions or communities.¹

"... many also believe that a permanent interest is best developed by allowing it to express itself in activity. If this is so, then a knowledge of girls' activities seems necessary as a basis for building a curriculum and formulating courses in home economics."²

Isabella C. Wilson, in Practical Home Economics, had this to say about what influences a worthwhile curriculum:

"Modern educational philosophy believes that before a worthwhile curriculum can be planned, a study of the child's activities should be made in order to understand the everyday life of the child. . . . Those activities which have proven detrimental to the individual should be eliminated; those which are helpful to the individual and to society should be encouraged. Among the latter are the activities which are necessary for successful homemaking."³

Home Economics should be placed in the curriculum where the greater number of pupils can be reached. Charlotte Greer in the Journal of Home Economics had this to say about the placement of home economics courses in the curriculum:

It is a fact that the greater number of pupils will be reached by placing home economics courses in the junior rather

1. Greer, Charlotte C. "When, How Much, and to Whom Should Home Economics Be Taught?" Journal of Home Economics, (June 1919), 236.

2. Beeman, Mary. "A Brief Study of the Interests of High School Girls in Home Activities." Journal of Home Economics, (December 1929), 900.

3. Wilson, Isabella C. "Seventh Grade Girls and Their Interests." Practical Home Economics, (January 1931), 11.

than in the senior high schools. Since it is a subject of great importance in the life of all girls and since it fills an important place in democratic education, the matter of reaching the greatest numbers should be a consideration well worth regarding.⁴

The conception of education, based on the theory that it is the growth of the whole individual from infancy to old age, means that curriculum materials must be selected from the daily experiences of children.⁵

Dorothy M. Leahy had this to say about the trends in homemaking education:

1. . . . there is a definite tendency to extend and to expand homemaking education vertically in the program of the school, beginning with the kindergarten or first grade and extending it to the twelfth or fourteenth grade. Concomitant with this extension of the program has come a shifting of emphasis in goals from the homemaking skills as an end in themselves to the social development of the individual as a person and as a member of a family. . . .

2. Homemaking in the seventh, eighth, ninth, and tenth grades is being expanded toward a comprehensive program to include all phases of homemaking, with emphasis on personal and social development. . . .

3. Experimentation is going on in the homemaking programs in an effort to find out what constitutes a good program and how such a program can be developed.

7. More instruction is being offered to boys, and the work is being planned for boys and girls within the same group, especially in the lower grades.⁶

Hopkins and Kinyon⁷ made a study in the fall of 1924, in which they analyzed the home economics activities of junior and senior high

4. Greer, op. cit., pp. 236-237.

5. Hopkins, L. Thomas and Kinyon, Kate W., Research Monograph Number One Home Economics. Denver, Colorado: Public Schools, Denver, Colorado, 1925. p. 5.

6. Leahy, Dorothy M., "Trends in Homemaking Education," Journal of Home Economics. (April 1950), 269. Points 4, 5, 6, 8, 9, 10, 11, 12, 13 have been omitted.

7. Hopkins and Kinyon, op. cit., p. 7.

school girls. Questionnaires were submitted on the same day to all junior and senior high school girls throughout the city. There were 5,106 pupils represented. This study concludes that:

"It is readily apparent that required work in junior high school home economics must place less emphasis upon skill in cookery and clothing construction and more upon care of the home and sanitation, together with the care and repair of the appliances used, household and personal laundry, and proper marketing methods"⁸

A study of home economics activities of rural and urban girls in widely separated sections of Kansas was made by Carlisle⁹ in 1926. Questionnaires were sent to 1,752 girls and 1,278 mothers to discover the interests of girls and what mothers thought the daughters' interest should be. The activity list was concerned primarily with problems of clothing, food, and home management. The findings of the questionnaire suggest that the rural girl's interests included the construction of more garments and articles of home furnishings for the home, the uses and preparation of uncooked foods and homemade bread; while the urban girl was more interested in the problem of selecting and buying clothing, food, and home furnishings.

The editors of Practical Home Economics felt that a study of the activities of the seventh and eighth grade girls would be interesting and helpful. For this study forty-eight seventh grade girls from four West Virginia Junior High Schools kept a diary of one week's activities.

Among the activities which were listed, in decreasing order of participation, were: playing outdoors, dishwashing, running errands, setting the table, cooking or helping cook, dusting, making beds, going to Sunday school, studying at home, going to

8. Ibid., p. 25.

9. Carlisle, Lillybelle Lervin, A Comparison of the Home Economics Activities of Girls and Mothers in a City and in Rural Communities. Unpublished Master's thesis, University of Colorado, 1926. 101 pp.

parties, cleaning own bedroom, cleaning entire house, cleaning bathroom, listening to radio, mopping, ironing, going to movie, caring for smaller children, using electric sweeper, carrying water for home use, cleaning yard, cleaning pantry, helping others gratis, washing own clothes, folding and putting away newspapers, packing fathers lunch, polishing silver, cleaning auto, and running oil mop.¹⁰

The conclusions stated that more city girls than county girls listened to radio, attended movies, went to church, and took music lessons. Also, that the group showed variety, not the individual.¹¹

In a research study of 400 junior high school girls in Ohio, Hazel Price found that the activities performed frequently by rural groups were also performed quite frequently by the city group.¹² The decreasing frequency of activities performed were:

"wash dishes, set table, clear table, prepare meals, pack lunches, kitchen cleaning, sweeping and dusting, cleaning rooms, making beds, care of house, washing and ironing, care of children, personal care, clothing care, marketing, and miscellaneous."¹³

In a study of the home activities of 300 junior high school boys to which home economics can contribute, Pauline Winkler found that:

The home activities of boys of grade seven A indicate that important food activities of boys are: selecting food, setting the table, waiting on the table, and assisting in the preparation of meals.¹⁴

Helping with the dishes or doing them alone is a common activity among the boys. Three-fourths of them clean the

10. Ibid.

11. Ibid., p. 30.

12. Price, Hazel Huston, A Study of Home Activities of Junior High School Girls. Unpublished study, University of Ohio, 1931. p. 3.

13. Ibid., p. 5.

14. Winkler, Pauline Clark, A Study of the Home Activities of Boys in the Junior High Schools of Denver, Colorado, to Which Home Economics Can Contribute. Master's thesis, State Agricultural College, Fort Collins, Colorado, 1933. p. 37.

bathtub, basement, carpets, or care for own clothes closets, dresser drawers, and bedroom, as well as make their own beds and dust the furniture. Among other common activities are family relationships, out-of-door work, care of clothing, selection of clothing, and personal activities.¹⁵

In a survey of the elementary pupils' needs and experiences in eighteen mountainous counties of Virginia, Henderson found that the pupils perform many duties in their homes. The girls do the housework, while the boys tend to perform most of the "outside duties."¹⁶ She went on to say that "in spite of the fact that the pupils share in the work of the home, their schedules indicate that they have time to play, and that they enjoyed a variety of activities at school and at home."¹⁷

In an effort to find out the home activities, the recreational, hobby, and vocational interests of junior high school girls, Emily Garnar conducted a survey of 150 junior high school girls attending the South Knoxville Tennessee school. The use of questionnaires, check lists, and data from girl's diaries of one week's activities were methods used to collect the desired information.¹⁸ She states in conclusion of the study:

1.

2. The high degree of participation on the part of the girls in routine tasks would justify providing units of instruction concerned with helping with activities rather than those concerned with independent activities.

3. The large number of girls of all three grade groups who engaged in a variety of cleaning activities indicated that more

15. Ibid., pp. 38, 39.

16. Henderson, Helen Ruth, A Curriculum Study in a Mountain District. Master's thesis, Teachers College, Columbia University, New York, 1937. p. 102.

17. Ibid., p. 103.

18. Garnar, Emily Topper, A Selected Group of Girls in the South Knoxville (Tennessee) Junior High School. Unpublished Master's thesis, University of Tennessee, Knoxville, Tennessee, 1939. 94 pp.

attention should be given to help girls attain skills in household cleaning activities relating to the care of the bedroom . . .

4. . . . it seems more worthwhile to give junior high school girls experiences relating to planning and managing their work and also helping with meal preparation activities.

5. The fact that these girls engaged in more activities relating to the care and repair of own clothing than to construction would justify the teaching of simple, basic techniques of construction with more emphasis on the problem of care and repair of own clothing.

6. The degree of interest shown by all girls in entertaining activities seem to indicate that guidance along this line is very necessary for the social adjustment of the junior high school girl.

7. The extent of participation by these girls in activities related to personal grooming would justify providing her with such activities that will help her to take better care of her hair, hands and complexion, as well as to know how to be well dressed.

8. A number of girls in this study have a weekly personal allowance, and a few earn a part of all their spending money. Since some of these girls do engage in tasks relating to paying bills, it seems advisable to give some guidance in money management.¹⁹

SUMMARY

Beeman, Wilson, Kinyon and Hopkins stress the study of activities of pupils as a basis for curriculum building. Wilson goes further to say that those activities which have proven detrimental to the individual should be eliminated; those which are helpful to the individual and to society should be encouraged. Greer emphasizes meeting the needs in particular communities and also places homemaking in the Junior High school where the greater number of girls can be reached. Leahy advocates a vertical program with some homemaking to be taught in every grade from kindergarten to high school and junior college. She believes that all phases of homemaking should be taught, with emphasis on personal and

19. Ibid., pp. 79-81.

social development. Also, she believes there are certain homemaking areas which should be taught to boys and some which should be taught to boys and girls together.

Studies of the activities of rural and urban junior high school girls have been made by Hopkins and Kinyon, Practical Home Economics, Price, and Garnar and a study of the home activities of junior high boys was made by Winkler. All five of these persons report activities of the pupils in the foods, housing, and clothing areas.

Surprisingly the greater number of activities were in the area of the cleaning and care of house and yard. Special cleaning tasks such as care and repair of appliances, sweeping and dusting and mopping, making beds, cleaning auto, polishing silver, folding and putting up newspapers, and running errands were among the activities. Cleaning of certain rooms--bath, kitchen, pantry, and basement--the whole house and the yard as well as care of own bedroom were also among the activities.

In the foods area, three of the five authors listed cooking or meal preparation stressing the fact that the pupils help with the job rather than do it independently. One felt there should be less emphasis on skill in cooking, while another stressed the need for food selection. Three of the authors found that the pupils performed tasks related to meal service such as setting table, waiting on table, clearing table, dishwashing, and packing lunches.

In the clothing area two of the five authors advocate less emphasis on clothing construction and the other three did not even mention clothing construction. Three listed washing and ironing, two clothing selection and grooming, and one care of own clothes closet and dresser drawers.

Other activities listed by from one to three of the authors were care of children, marketing, entertaining, studying, and time and money management.

Boys as well as girls performed most of these activities. Carlisle felt that rural girls need instruction in the construction of garments, home furnishings, and in meal preparation, while urban girls need more emphasis on the selection and buying of clothing, home furnishings, and food.

CHAPTER III

ALL ACTIVITIES OF PUPILS

Frequency and popularity* of activities were noted as well as the differences in specific activities of boys as contrasted with girls, and for the different types of communities: urban, industrial, rural. The person responsible for the idea was related to the attitude toward the activity.

Frequency and Popularity of Activities

The choice of food eaten at meals or at snacks was by far the most frequent daily activity for the pupils (Table I). Less frequent food tasks done yesterday were setting the table, clearing table, dishwashing, and buying food. Preparation of food at sometime during the week—snacks, supper, breakfast, certain dishes, lunch boxes, and special meals—ranked second among weekly activities. At least ninety percent or more of the pupils liked preparing food, choosing the food eaten, and buying food—snacks or groceries. Setting the table was more popular than clearing table and dishwashing.

Recreation was the next most frequent daily activity. Recreation, as one might expect, was liked by almost all of the pupils.

The choice of clothes worn to school yesterday was an activity of every pupil. The choice of clothing for rainy days and for special occasions was made by about half of the pupils. Choosing clothes purchased this fall was more frequent than choosing clothes made this fall.

* Popularity means liking expressed for the activity.

Table I

Frequency and Popularity of Activities

(30 boys and 30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Activity	Number of activities				Percentage of activities liked
	Yesterday	Last week	Occasionally	Season	
Food activities:					
Choice of food eaten	99	-	-	-	95
Setting the table	36	-	-	-	84
Clearing table	28	-	-	-	75
Dishwashing	28	-	-	-	71
Buying food	29	-	-	-	93
Preparing food	-	80	-	-	99
Recreation	70	-	-	-	94
Clothing selection activities:					
Choice of clothing worn:					
To school	60	-	-	-	97
On rainy days	-	-	27	-	85
To special places	-	-	27	-	93
Buying clothing	-	-	-	98	98
Making clothing	-	-	-	28	100
Decision as to time:					
To go to bed	57	-	-	-	93
To get up	59	-	-	-	53

Table I (continued)

Activity	Number of activities				Percentage of activities liked
	Yesterday	Last week	Occasionally	Season	
Grooming:					
Hanging up clothes	49	-	-	-	88
Polishing shoes	-	45	-	-	82
Washing hair	-	44	-	-	80
Pressing clothes	-	26	-	-	88
Repairing clothes	-	10	-	-	90
Sewing at home	-	2	-	-	100
Study at home	48	-	-	-	63
Care for possessions and other persons:					
Play equipment	42	-	-	-	80
Pets	-	42	-	-	95
Younger brothers and/or sisters	-	20	-	-	45
Household activities:					
Errands	33	-	-	-	100
Cleaning and care of house	-	189	-	-	90
Care of yard or lawn	-	41	-	-	54
Outdoor chores	-	34	-	-	86
Gardening	-	9	-	-	56
Management of personal finances:					
Receiving money	-	70	-	-	97
Handling money	-	52	-	-	94
Using charge account	-	3	-	-	100
Share in planning family activities	-	20	-	-	90

All clothing selection activities were popular but, as one might expect, the choice of clothing worn on rainy days was less popular than other clothing selection activities.

Decision as to time to go to bed and to get up were stated by almost all of the pupils. Over ninety percent liked the time of going to bed but only about one half liked the time of getting up.

Hanging up clothes yesterday was the most frequent grooming activity. Polishing shoes and washing hair last week were less frequent, and sewing at home was done by only two girls; however, these two girls made dresses. About eighty or ninety percent of the pupils liked hanging up clothes, polishing shoes, washing hair, and pressing clothes. Repairing clothes and sewing at home were well liked by the few pupils who did them.

Study at home yesterday was practiced by about eighty percent of the pupils, but liked by only sixty percent of the pupils.

Care of play equipment was another one of the very frequent daily activities. Care of pets was a more frequent weekly activity than care of younger brothers and/or sisters. Care of play equipment and pets were liked by most of the pupils but caring for younger brothers and/or sisters was liked by only half.

Running errands for family and for neighbors yesterday was practiced by about one half of the pupils. The sixty pupils engaged in 189 cleaning and care of house activities last week, an average of about three such activities per pupil. Care of yard or lawn and outdoor chores last week were much more frequent than gardening activities last week. Perhaps there were not many gardening tasks in September due to the fact that in this locality there is relatively little left in the gardens at this time. Of the household activities errands, cleaning and care of

house, and outdoor chores were liked by most of the pupils. Care of yard or lawn and gardening were liked by only about half of the pupils. The most frequent activities in the care of the yard or lawn were mowing the lawn, running errands for family, caring for own room, emptying trash or garbage can, picking up magazines and funny books, etc., sweeping, and dusting.

Receiving and handling money last week were among the activities of almost every pupil. About the same number of pupils used each of the three methods of receiving money: earning, allowance, spending money as needed. About the same number of pupils used each of the three methods of handling money: spent money immediately, saved some of the money, and made last the entire week. Only three pupils had the use of the family charge account. The methods of receiving and handling money and using the charge account were liked by almost all pupils.

Share in planning family activities last week was one of the less frequent activities, but was liked by the pupils. The three kinds of planning mentioned were planning jobs done at home, family trips, and family picnics.

Differences Between Boys and Girls

There were very few differences between boys and girls in the frequency of activities. Dishwashing, choice of clothing made, and pressing clothing were done more frequently by girls than by boys (Table II). Pressing clothes was liked better by girls than by boys. Other activities which were liked better by girls than by boys were: care of younger brothers and/or sisters, care of yard or lawn, setting table, choice of clothes worn to special places, and hanging up clothes. The only activity liked better by the boys than by the girls was other outdoor chores.

Table II

Differences Between Boys and Girls in Number of Specific Activities
and Percentage of Specific Activities Liked

(30 boys and 30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Activities	Number of activities		Percentage of activities liked	
	Boys	Girls	Boys	Girls
Outdoor chores	21	13	95**	69
Care for younger brothers and/or sisters	8	12	25	58**
Care of yard or lawn	26	15	46	67**
Clearing table	10	18	70	78
Setting table	13	23	71	91**
Choice of clothing worn:				
To special places	11	16	82	100**
Hanging up clothes	22	27	77	96**
Pressing clothes	4	22*	75	90**
Dishwashing	7	21*	71	71
Choice of clothes made	5	23*	100	100

* Difference between boys and girls of fifty percent or more in number

** Difference between boys and girls of fifteen percent or more in percent

Some differences between boys and girls in playmates and in places to play were noted. In general, boys played with boys and girls played with girls or alone (Table III). More boys than girls played in a public place and more girls than boys played indoors.

Table III

Differences Between Boys and Girls in Age and Sex of Persons
With Whom They Had Fun and in Location of Play

(30 boys and 30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Activity	* Number of activities		Percentage of activities liked	
	Boys	Girls	Boys	Girls
Recreation:				
Age and sex of persons with whom pupils had fun:				
Boys:				
Older	22*	5	96	100
Younger	18*	7	94	100
Same age	17*	2	94	100
Girls:				
Same age	2	10*	100	100
Older	1	9*	100	100
Younger	1	9*	100	100
Alone	-	5*	-	80
Grown-ups	3	2	100	100
Location of play:				
Away from home:				
Friends or relatives house	14	8	100	100
Public place	7*	2	100	100
At home	11	21	91	81
Outdoor	23	20	100	100
Indoor	3	8*	100	100

* Difference between boys and girls of fifty percent or more in number

Differences Between Urban, Industrial, and Rural Communities

There were quite a few differences in activities between types of communities. Household cleaning and care of house, food preparation, and outdoor chores were less frequent among rural boys than among urban boys and boys in the industrial community (Table IV). With the exception of one rural boy who didn't like sweeping most of these activities were liked. Running errands and buying clothing were more frequent with the boys in the industrial community than with the urban and rural boys; buying clothing was less popular with the urban boys. The decisions as to time to go to bed was less popular with the urban boys than with the boys in the industrial community and rural boys; the decision as to time to get up was less popular with the rural boys than with the urban boys and boys in the industrial community. This seems easily understandable since there are more things to do in a city in the evening and farm boys do have to get up much earlier. Washing hair was less popular with rural boys than with urban boys and boys in the industrial community; perhaps the grooming facilities were less adequate in the rural homes. The care of pets was less frequent among the urban boys than among boys in the industrial community and rural boys.

Food preparation was more frequent among the girls in the industrial community than among the urban and rural girls. One rural girl did not eat everything served at meals because foods were served that she did not like; all of the other food choice and food preparation activities were liked. Running errands and care of play equipment were less frequent among the urban girls than among the girls in the industrial community and rural girls. Care of play equipment was less popular with the urban girls than with the girls in the industrial community and rural girls. Study at home was liked better by the girls in the industrial community than by urban and rural girls.

Table IV

Differences Between Urban, Industrial, and Rural Pupils in Number of Specific Activities and Percentages of Specific Activities Liked

(30 boys and 30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Activities	Number of activities			Percentage of activities liked		
	Urban	Indus- trial	Rural	Urban	Indus- trial	Rural
Boys:						
Cleaning and care of house	26	43	2*	85	86	50**
Preparing food	18	17	7*	100	94	100
Outdoor chores	9	9	3*	89	100	100
Errands	4	9*	5	100	100	100
Buying clothes	10	21*	12	80**	100	100
Decision as to time:						
To go to bed	9	9	9	78**	89	100
To get up	10	10	10	60	60	20**
Washing hair	8	7	6	88	100	33**
Care of pets	4*	10	7	100	100	86
Girls:						
Preparing food	12	18*	8	100	100	100
Choice of food eaten	13	20	13	100	100	85**
Errands	8*	3	4	100	100	100
Care of play equipment	4*	8	7	50**	100	100
Study at home	10	8	10	50	88**	60

* Differences between communities of fifty percent or more in number

** Differences between communities of fifteen percent or more in percent

Rural boys played less with neighbors than did urban boys and boys in the industrial community (Table V). Boys in the industrial community played more with family members than did the urban and rural boys. More urban boys than boys in the industrial community and rural boys played with persons who were not family members, kin folk, or neighbors and fewer urban boys liked to play at home.

Table V

Difference Between Boys in Relationships of Persons With Whom They Had Fun and in Location of Play

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Activities	Number of activities			Percentage of activities liked		
	Urban	Indus- trial	Rural	Urban	Indus- trial	Rural
Relationships of persons with whom pupils had fun:						
Family members	3	6*	-	100	100	-
Kin folk	-	2	1	-	100	-
Neighbors	7	8	4*	100	100	99
Others	4*	2	1	100	100	100
Location of play:						
At home	5	3	3	80**	100	100
Away from home	5	9	7	100	100	100

* Difference between communities of fifty percent or more in number

** Difference between communities of fifteen percent or more in percent

Person Responsible for Idea and Attitude Toward the Activity

Most of the activities of the boys and girls were their own idea and were liked. In this group are recreational activities and playmates and places to play, decision as to time to go to bed and to get up, grooming, study at home, share in planning family activities, method of

receiving and handling money, care of pets and play equipment, choice of food eaten, preparing food, setting the table, clearing table, and selection of clothes worn to school and special places and on rainy days (Table VI). Dishwashing and care of yard or lawn by girls and buying food by boys were most frequently their own idea and liked.

Activities which were the idea of adults but liked were: selection of clothing bought and made for boys and girls, errands run by boys and girls, outdoor chores by boys and girls.

Activities which were usually the adults idea and disliked by boys were care of younger brothers and/or sisters and care of yard or lawn. All activities were most frequently liked by the girls whether they were their own idea or the idea of adults. Reasons for disliking caring for younger brothers and/or sisters when it was suggested by adults were: wanting to do other things, it was a lot of trouble, they would not mind or were mean. Reasons for disliking care of yard or lawn when it was suggested by adults were: it was hard work, preference for playing ball, the power mower did not run well, and grass was too high. Reasons for disliking garden work when it was suggested by adults were: it was too hard, too tiring, or the pupil was lazy.

Cleaning and care of house was as often the adults idea as the boys or girls but liked. Buying food by girls was an adults idea as often as the girls and was liked. Garden work which was the idea of three boys was liked; garden work which was the idea of three adults was disliked. Care of younger brothers and/or sisters by the girls was liked when it was their own idea and disliked when it was an adults idea.

Table VI

Person Responsible for Idea and Attitude Toward the Activity

(30 boys and 30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Groups of activities	Person responsible for idea of girls activity						Person responsible for idea of boys activity					
	Young persons idea			Adults idea			Young persons idea			Adults idea		
	Liked	Dis- liked	All	Liked	Dis- liked	All	Liked	Dis- liked	All	Liked	Dis- liked	All
Recreation:												
Age and sex of persons with whom pupils had fun	44*	1	45	1	-	1	58*	3	61	3	-	3
Activities for fun	31*	2	33	2	-	2	31*	2	33	2	-	2
Relationships of persons with whom pupils had fun	29*	1	30	-	1	1	34*	2	36	2	-	2
Location of play:												
Indoor or outdoor	27*	-	27	1	-	1	25*	-	25	1	-	1
At home or away	25*	2	27	2	2	4	30*	-	30	1	1	2
Decision as to time:												
To go to bed	23*	1	24	6	-	6	23*	2	25	1	1	2
To get up	12*	4	16	5	9	14	13*	6	9	1	9	10

Table VI (continued)

Groups of activities	Person responsible for idea of girls activity						Person responsible for idea of boys activity					
	Young persons idea			Adults idea			Young persons idea			Adults idea		
	Liked	Dis- liked	All	Liked	Dis- liked	All	Liked	Dis- liked	All	Liked	Dis- liked	All
Grooming:												
Hang up clothes	23*	-	23	3	1	4	15*	3	18	2	2	4
Washing hair	18*	4	22	1	-	1	16*	3	19	-	2	2
Polishing shoes	18*	4	22	-	1	1	18*	-	18	1	3	4
Pressing clothes	17*	2	19	3	-	3	2*	-	2	1	1	2
Repairing clothes	5*	1	6	1	-	1	3*	-	3	-	-	-
Sewing at home	2*	-	2	-	-	-	-	-	-	-	-	-
Study at home	16*	3	19	2	7	9	11*	6	17	-	3	-
Share in planning family activities	7*	-	7	2	-	2	5*	1	6	4	1	5
Management of personal finances:												
Method of handling money	23*	2	25	3	-	3	18*	1	19	5	-	5
Method of receiving money	16*	-	16	13	-	13	26*	2	28	13	-	13
Use of family charge account	1	-	1	-	-	-	1	-	1	1	-	1
Care for possessions and other persons:												
Pets	18*	-	18	2	1	3	18*	1	19	2	-	2
Play equipment	16*	-	16	1	2	3	15*	3	18	2	3	5
Younger brothers and/or sisters	5*	1	6	2	4*	6	1	2	3	1	4*	5

CHAPTER IV

FOOD ACTIVITIES

In describing the food activities the boys and girls were asked to state what they ate yesterday, the extent to which they prepared the food they ate, and whether they set the table, cleared the table, washed or dried dishes, and bought any of their food.

Boys' Choice of Food Eaten Yesterday

In answer to the question "What did you eat yesterday?" twenty-three of the thirty boys said they ate everything served at meals (Table VII). Fifteen boys ate part of the food served and fifteen ate snacks between meals.

Of the fifty-three activities, forty-six were their own choice. Seven were the choice of adults--mother and father.

Of the fifty-three activities all but three were liked. The reasons for liking and disliking are given in Table VIII.

Boys' Food Preparation Last Week

In answer to the question "To what extent did you prepare the food you ate last week?" twelve boys said they prepared snacks (Table VII). Twelve boys prepared supper, ten boys prepared breakfast, three certain dishes, three lunch boxes, and two boys prepared special meals. Twelve boys did not engage in any food preparation.

Of the forty-two activities, thirty-six were their own idea. Six were the idea of the mother.

Of the forty-two activities, all but one was liked. The reasons for liking and disliking are given in Table IX.

Table VII

Boys' Food Activities and Person Responsible for Choice of Activity

(30 boys in the seventh and eighth grade in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Food Activities	Number of boys	Person responsible for idea	
		Boys	Adults
Choice of food eaten yesterday:			
All food served	23	20	3
Part of food served	15	13	2
Snacks	15	13	2
All choices	53*	46	7
Food preparation yesterday:			
Snacks	12	10	2
Whole meals:			
Supper	12	10	2
Breakfast	10	9	1
Certain dishes	3	3	-
Lunch boxes	3	3	-
Special meals	2	1	1
All foods prepared last week	42**	36	6
Food buying yesterday:			
Snacks	11	10	1
Groceries	6	-	6
All food buying yesterday	17***	10	7
Table setting yesterday	13****	10	3
Clearing table yesterday	10*****	7	3
Dishwashing yesterday	7*****	2	5

* 11 boys engaged in 1 way of selecting the food they ate
 15 boys engaged in 2 ways of selecting the food they ate
 4 boys engaged in 3 ways of selecting the food they ate

** 4 boys engaged in 1 food preparation activity
 8 boys engaged in 2 food preparation activities
 2 boys engaged in 3 food preparation activities
 4 boys engaged in 4 food preparation activities

12 boys did no food preparation

*** 15 boys engaged in 1 food buying activity
 1 boy engaged in 2 food buying activities

14 boys did not buy food

**** 17 boys did not set the table

***** 20 boys did not clear the table after a meal

***** 23 boys did not wash or dry the dishes

Table VIII

Food Eaten by Boys Yesterday and Attitudes Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools in North Carolina, Fall, 1950)

Food eaten	Number of boys	Attitude						Dislike
		Reason not stated	Was hungry	Liked to eat	Like Was good	Needed by body	Was easy to eat	
All food served	23	7	6	5	3	1	1	
Part of food served	15	3	4	2	2	1	-	Was not good Did not like what we had Did not have enough
Snacks	15	4	6	2	1	2	-	
All foods eaten	53	14	16	9	6	4	1	3

Table IX

Boys' Food Preparation Last Week and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools in North Carolina, Fall, 1950)

Food preparation activities	Number of boys	Attitude								
		Reason not stated	Turned out well	Had lot of food	Like				Other reasons	Dislike
					Like to cook	Helped Mother	Felt proud	Didn't do it very often		Wanted to play with cousin
Snacks	12	4	2	-	1	1	1	-	Wanted to Fixed things for myself	1
Whole meals: Supper	12	5	3	2	1	-	1	-		
Breakfast	10	3	3	2	1	-	-	1		
Certain dishes	3	2	-	-	-	-	-	-	Mother taught me to bake a cake	
Special meals	2	1	1	-	-	-	-	-		
Lunch boxes	3	1	-	-	-	1	-	1		
All activities	42	16	9	4	3	2	2	2	3	1

Boys' Food Buying Yesterday

In answer to the question "Did you buy any food yesterday?" eleven of the thirty boys said they bought snacks (Table VII). Six boys bought groceries. Fourteen boys did not buy food yesterday.

Of the seventeen boys who engaged in this activity, ten did so because it was their own choice. Seven did so because it was the choice of adults--mother and maid.

Of the seventeen boys who engaged in this activity all but two liked the activity. The reasons for liking and disliking are given in Table X.

Boys' Table Setting Yesterday

Thirteen of the thirty boys said they set the table yesterday (Table VII). Seventeen boys did not engage in this activity.

Of the thirteen boys who engaged in this activity, ten did so because it was their own idea. Three did so because it was the idea of the mother.

Of the thirteen boys who engaged in this activity all but ~~four~~ liked the activity. The reasons for liking and disliking are given in Table XI.

Boys' Clearing Table Yesterday

Ten of the thirty boys said they cleared the table yesterday (Table VII). Twenty boys did not clear the table after a meal.

Of the ten boys who engaged in this activity, seven did so because it was their own choice. Three did so because it was the choice of adults--mother and father.

~~Seven~~ of the ten boys who engaged in this activity liked it. The reasons for liking and disliking are given in Table XI.

Table X

Boys' Food Buying Yesterday and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools in North Carolina, Fall, 1950)

Food buying	Number of boys	Attitude						
		Like				Dislike		
		Reason not stated	Were good	Was hungry	Had some- thing to eat	Other reasons	Reason not stated	Rather eat them than buy them
Bought food: Groceries	6	1	-	-	2	Went to the store	1	1
Snacks	11	3	4	2	-	Wanted to do it Did not cost me anything		
All activities	17	4	4	2	2	3	1	1

Table XI

Boys Who Set Table, Cleared Table, and Washed or Dried Dishes Yesterday and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Miscellaneous activities related to food	Number of boys	Attitude						
		Like			Dislike			
		Reason not stated	Helped Mother	Other reasons	Reason not stated	Was hard work	Did not like to work	Disliked inside work
Set the table	13	3	3	Needed setting Was not hard to do Would rather do this than dry dishes	3	1	-	-
Cleared the table	10	2	2	Got paid for it Needed cleaning up Was not hard	1	-	1	1
Washed or dried dishes	7	2	3		2	-	-	-

Boys' Dishwashing Yesterday

Seven of the thirty boys said they washed or dried the dishes yesterday (Table VII). Twenty-three boys did not wash or dry the dishes.

Of the seven boys who engaged in this activity, two did so because it was their own idea. Five did so because it was the mothers idea.

Of the seven boys who engaged in this activity all but two liked the activity. The reasons for liking and disliking are given in Table XI.

Attitudes Toward Food Activities According to Person Responsible for Idea

All but five of the 111 food activities which were the boys idea were liked. One of the two boys who ate part of the food served disliked the activity because he did not like what he had to eat; the other boy did not have enough to eat (Table XII). The boy who disliked clearing the table did not like to work.

The reasons for disliking activities chosen by adults were that: the foods served were not good, the preference for playing with cousin rather than preparing snacks, preference for eating rather than buying groceries, setting the table was hard work, and disliking the inside work involved in clearing the table.

The reasons for liking activities chosen by adults were: part of the foods served were good, snacks were good and the boy was hungry, and all foods served were needed to satisfy the boy's hunger; preparing breakfast and supper resulted in a lot of food; buying groceries enabled the boy to have something to eat, liking to go to the store, buying snacks satisfied the boy's wants; preference for setting the table rather than drying dishes; clearing the table was not hard; and washing and

Table XII

Person Responsible for Idea Related to Attitude Toward
Boys' Food Activities

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Person responsible for idea*	Food activities	Attitude	
		Like	Dislike
	(Food eaten activity)		
Mother	Part of food served	Was good	Was not good
Mother	Snacks	Was good	
		Was hungry	
Mother	All foods served	Liked it	
		Was hungry	
Mother and father	All foods served	No reason given	
Boy	Part of food served		Did not like what we had to eat
			Did not have enough to eat
	(Food preparation activity)		
Mother	Snacks	Liked it	Wanted to play with cousin
Mother	Special meals	No reason given	
Mother	Whole meals:		
	Breakfast	Had a lot of food	
	Supper	Liked it fairly well	
		Had a lot of food	
	(Food buying activity)		
Mother	Bought groceries	Had something to eat (2)	Hated it, rather eat than buy them
		Liked to go to store	Disliked it
Maid	Bought groceries	Did not mind	
Mother	Bought snacks	Wanted to	
	(Table setting activity)		
Mother	Set table	Rather do this than dry dishes	Was hard work
			Did not like too well
Boy	Set table		Did not like it (2)

Table XII (continued)

Person responsible for idea*	Food activities	Attitude	
		Like	Dislike
(Clearing table activity)			
Mother	Cleared table		Did not like it Disliked inside work
Father	Cleared table	Didn't mind, was not hard	
Boy	Cleared table		Did not like to work
(Dishwashing activity)			
Mother	Washed or dried dishes	Helped mother (2) Liked it	Did not like it (2)

* The 106 activities which were the choice of the boy and which were liked have been omitted.

drying dishes helped mother.

Girls' Food Eaten Yesterday

In answer to the question "What did you eat yesterday?" twenty-two of the thirty girls said they ate all foods served (Table XIII). Twelve girls ate part of the food served, and twelve ate snacks between meals.

Of the forty-six girls who engaged in this activity, forty-four did so because it was their own idea. Two did so because it was the choice of the mother.

Of the forty-six girls who engaged in this activity all but two liked it. The reasons for liking and disliking are given in Table XIV.

Girls' Food Preparation Last Week

In answer to the question "To what extent did you prepare the food you ate last week?" fifteen of the thirty girls said they prepared snacks (Table XIII). Seven girls prepared certain dishes, six breakfast, six supper, three special meals, and one fixed lunch boxes. Five girls did not engage in this activity.

Of the thirty-eight food preparation activities, thirty-two were their own idea. Six were the idea of the mother.

All of the thirty-eight activities were liked. The reasons for liking are given in Table XV.

Table XIII

Girls' Food Activities and Person Responsible for Choice of Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Food activities	Number of girls	Person responsible for idea	
		Girls	Adults
Food eaten yesterday:			
All foods served	22	20	2
Part of food served	12	12	-
Snacks	12	12	-
All choices	<u>46*</u>	<u>44</u>	<u>2</u>
Food preparation yesterday:			
Snacks	15	14	1
Certain dishes	7	6	1
Whole meals:			
Breakfast	6	5	1
Supper	6	5	1
Special meals	3	2	1
Lunch boxes	<u>1</u>	<u>-</u>	<u>1</u>
All foods prepared last week	38**	32	6
Table setting yesterday	23***	12	11
Dishwashing yesterday	21****	14	7
Clearing table yesterday	18*****	13	5
Food buying yesterday:			
Groceries	6	1	5
Snacks	<u>6</u>	<u>5</u>	<u>1</u>
All food buying yesterday	12*****	6	6

* 16 girls engaged in 1 way of selecting the food they ate
 12 girls engaged in 2 ways of selecting the food they ate
 2 girls engaged in 3 ways of selecting the food they ate

** 16 girls engaged in 1 food preparation activity
 7 girls engaged in 2 food preparation activities
 1 girl engaged in 3 food preparation activities
 1 girl engaged in 5 food preparation activities
 5 girls did no food preparation

*** 7 girls did not set the table

**** 9 girls did not wash or dry dishes

***** 12 girls did not clear the table after a meal

***** 18 girls did not buy food

Table XIV

Food Eaten by Girls Yesterday and Attitudes Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools in North Carolina, Fall, 1950)

Food eaten	Number of girls	Attitude						
		Reason not stated	Was hungry	Like		Needed by body	Other reasons	Dislike
				Liked to eat	Was good			Did not like food served
All food served	22	5	2	1	7	3	Were favorite foods Liked fish and salad	2
Part of food served	12	8	2	1	1	-		
Snacks	12	5	5	1	1	-		
All foods eaten	46	18	9	3	9	3	2	2

Table XV

Girls' Food Preparation Last Week and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools in North Carolina, Fall, 1950)

Food preparation activities	Number of girls	Attitude							
		Reason not stated	Was hungry	Liked to cook	Was good	Like Was good experience	Liked for friends to eat with me	Helped Mother	Other reasons
Snacks	15	6	3	-	1	-	2	1	Wanted it Liked to cook for friends
Certain dishes	7	1	1	2	-	1	-	-	Was different and fun Enjoyed making salads
Whole meals: Breakfast	6	2	1	1	1	1	-	-	
Supper	6	2	1	1	1	-	-	1	
Special meals	3	1	2	-	-	-	-	-	
Lunch boxes	1	-	-	-	-	-	-	-	Could see what was in lunch
All activities	38	12	8	4	3	2	2	2	5

Girls' Table Setting Yesterday

Twenty-three of the thirty girls said they set the table yesterday (Table XIII). Seven girls did not set the table.

Of the twenty-three girls who engaged in this activity, twelve did so because it was their own choice. Eleven did so because it was the idea of adults--mother and sister.

Of the twenty-three girls who engaged in this activity all but two liked it. The reasons for liking and disliking are given in Table XVI.

Girls' Dishwashing Yesterday

Twenty-one of the thirty girls said they washed or dried dishes yesterday (Table XIII). Nine girls did not engage in this activity.

Of the twenty-one girls who engaged in this activity, fourteen did so because it was their own idea. Seven did so because it was the idea of an adult--mother.

Of the twenty-one girls who engaged in this activity, all but six liked it. The reasons for liking and disliking are given in Table XVI.

Girls' Clearing Table Yesterday

Eighteen of the thirty girls said they cleared the table yesterday (Table XIII). Twelve girls did not clear the table.

Of the eighteen girls who engaged in this activity, thirteen did so because it was their own idea. Five did so because it was the idea of adults--mother and sister.

Of the ~~eighteen~~ girls who engaged in this activity, all but four liked it. The reasons for liking and disliking are given in Table XVI.

Table XVI

Girls' Who Set Table, Washed or Dried Dishes, and Cleared Table Yesterday and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Miscellaneous activities related to food	Number of girls	Attitude											
		Reason not stated	Helped Mother	Was my job	Was good experience	Like Could do it my way	Was fun	Was necessary	Other reasons	Reason not stated	Took too long	Dislike Was too messy	Other reasons
Set the table	23	9	3	-	1	2	-	1	Wanted it set nicely Liked to help around house Was not hard Could do it in a hurry Could learn a lot by doing it	-	1	-	Wanted to do something else
Washed or dried dishes	21	6	1	3	1	-	1	-	Was my desire Was not too much work	3	1	1	Did not like to work

Table XVI (continued)

Miscellaneous activities related to food	Number of girls	Attitude											
		Reason not stated	Helped Mother	Was my job	Was good experience	Like			Other reasons	Dislike			
						Could do it my way	Was fun	Was necessary		Reason not stated	Took too long	Was too messy	Other reasons
Cleared the table	18	5	3	-	1	-	1	1	Was not much trouble Was easy and quick Did it so not to wash dishes	1	-	1	Was not fun Have to do it so much

Girls' Food Buying Yesterday

Six girls said they bought groceries and six girls said they bought snacks yesterday (Table XIII). Eighteen girls did not engage in this activity.

Of the twelve girls who engaged in this activity, six did so because it was their own idea. Six did so because it was the idea of the mother.

All of the twelve girls who engaged in this activity liked it. The reasons for liking are given in Table XVII.

Attitudes Toward Food Activities According to Person Responsible for Idea

All but five of the 121 food activities which were the girls idea were liked. The girl who disliked eating all foods served did not like her lunch (Table XVIII). One of the two girls who disliked washing or drying dishes did not like to work; the other thought the task was too messy. One girl who disliked clearing the table had to perform the task too often.

The reasons for disliking activities chosen by adults were: not liking foods served, setting the table took too much time and the girls preferred doing something else rather than setting the table, washing or drying the dishes consumed too much time, and clearing the table was too messy and was not fun to do.

The reasons for liking activities chosen by adults were also stated. One girl who ate all of the foods served thought they were good for her. The reasons for liking the food preparation activities were that: preparing snacks provided an opportunity for the girl to cook for her friends, preparing certain dishes was good experience, ability to see what was in lunch by preparing it, preparing breakfast because the girl liked to

Table XVII

Girls' Food Buying Yesterday and
Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools in North Carolina, Fall, 1950)

Food buying	Number of girls	Attitude		
		Like		
		Reason not stated	Was hungry	Other reasons
Bought food:				
Groceries	6	1	-	Rode bicycle and went to store Ran errands Was a good thing to do Bought something I liked Helped mother
Snacks	6	-	2	Liked to buy things Was my desire Refreshed me Liked things bought
All activities	12	1	2	9

Table XVIII

Person Responsible for Idea Related to Attitude
Toward Girls' Food Activities

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Person responsible for idea*	Food activities	Attitude	
		Like	Dislike
(Food eating activity)			
Mother	All foods served	Was good for me	Did not like foods served
Girl	All foods served		Did not like lunch
(Food preparation activity)			
Mother	Snacks	Liked to cook for friends	
Mother	Certain dishes	Was good experience	
Mother	Special meals	Liked it	
Mother	Lunch boxes	Could see what was in lunch	
Mother	Whole meals:		
	Breakfast	Liked to cook	
	Supper	Helped mother	
(Table setting activity)			
Mother	Set table	Mother wanted me to Could learn a lot by doing it Helped mother Liked it very much All right Could do it in a hurry Did not mind Was not a hard task	Took too much time Wanted to do something else
Sister	Set table	Helped mother	
(Dishwashing activity)			
Mother	Washed or dried dishes	Enjoyed it Was fun Liked to clean up	Took too long Hated it Hated to wash dishes Hated to dry dishes Did not like to work Was too messy
Girl	Washed or dried dishes		

Table XVIII (continued)

Person responsible for idea*	Food activities	Attitude	
		Like	Dislike
(Clearing table activity)			
Mother	Cleared table	Was good experience Wanted to help m mother	Was too messy Was not fun
Sister	Cleared table	Liked to help mother	
Girl	Cleared table		Hate it Have to do it so much
(Food buying activity)			
Mother	Bought groceries	Bought something I liked Was a good thing to do Liked to run errands Liked to ride bicycle and go to store Liked to buy groceries	
Mother	Bought snacks	Liked to buy "stuff"	

* The 116 activities which were the choice of the girl and which were liked have been omitted.

cook, and she helped her mother by preparing supper. The reasons for liking setting the table were that: the girl's mother wanted her to, provided opportunity to learn a lot, helped mother, could be done in a hurry, and it was not a hard task. The reasons for liking washing or drying dishes were that: it was enjoyable, fun, and the girl liked to clean up. The reasons for liking clearing the table were that: it was good experience, and it helped her mother. The reasons for liking food buying activities were that: buying groceries gave the girl an opportunity to buy something liked, was a good thing to do, liking for running errands, liking for riding bicycle and going to store, and liking for buying "stuff" for snacks.

CHAPTER V

FUN AFTER SCHOOL YESTERDAY

In describing the fun after school yesterday the boys and girls were asked to state what they did for fun, the age and sex of the persons with whom they had fun, the relationships of these persons, and where they had fun.

Activities of Boys for Fun

In answer to the question "What did you do for fun after school yesterday?" twenty-two of the thirty boys said they played football (Table XIX). Among the other recreational activities listed were: baseball, swimming, played in a ditch, walked home with a girl, Scout meeting, and helped paint the community building. Surprisingly enough the following activities were also listed as fun: delivered papers, worked in a store, house cleaning, cooked, and did homework. Possibly the question was misinterpreted. Possibly the boys did consider these activities fun. Only one of these activities, house cleaning, was disliked, but it was listed as "fun". Only one activity, homework, was sedentary. One boy did nothing for fun after school.

Of the thirty-five activities, thirty-three were the idea of the boy and/or friends of his same age group. Two were the idea of adults--coach and mother.

Of the thirty-five activities all but two were liked. The reasons for liking and disliking are given in Table XX.

Table XIX

Boys' Activities for Fun After School Yesterday and
Person Responsible for Choice of Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Fun activities	Number of boys	Person responsible for idea	
		Boys and girls	Adults
Played football	22	21	1
Played baseball	3	3	-
Went swimming	1	1	-
Played in a ditch	1	1	-
Walked home with a girl	1	1	-
Went to Scouts meeting	1	1	-
Helped paint community building	1	1	-
Delivered papers	1	1	-
Worked in store	1	1	-
Did house cleaning	1	-	1
Cooked	1	1	-
Did homework	1	1	-
All activities	35*	33	2

* 25 boys engaged in 1 activity
 2 boys engaged in 2 activities
 2 boy engaged in 3 activities

1 boy did nothing for fun after school

Table XX

Boys' Activities for Fun After School Yesterday and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Fun activities	Number of boys	Attitude						Dislike	
		Reason not stated	Had fun	Liked sports	Like Was rough	Other reasons		Was too rough	Would rather have played ball
Played football	22	7	4	3	4	Had never played it Was favorite sport Liked outdoor sports better than indoor		1	
Played baseball	3	1	1	1	-				
Went swimming	1	-	-	1	-				
Played in a ditch	1	-	1	-	-				
Walked home with a girl	1	1	-	-	-				
Went to Scouts meeting	1	1	-	-	-				
Helped paint community building	1	-	-	-	-	Wanted to do part in community work			
Delivered papers	1	1	-	-	-				
Worked in store	1	1	-	-	-				
Did house cleaning	1	-	-	-	-	Liked pay			
Cooked	1	1	-	-	-				
Did homework	1	-	-	-	-				1
All activities	35	13	6	5	4	5		1	1

Age and Sex of Persons With Whom Boys Had Fun

In answer to the question "With whom did you have fun after school yesterday?" fifty-seven of the persons with whom the boys had fun were those of their own sex (Table XXI). Twenty-two had fun with older boys, seventeen with boys their same age, and eighteen with younger boys. Four boys had fun with girls; one with an older girl, two with girls their same age, and one with a younger girl. Three boys had fun with grown ups. No boys reported having fun alone.

Of the sixty-four persons with whom fun was had, sixty-one were the choice of the boy and/or friends of his same age group. Three were the idea of an adult--coach.

Of the sixty-four activities all but three were liked. The reasons for liking and disliking are given in Table XXII.

Relationships of Persons With Whom Boys Had Fun

In answer to the question "What relationship were the persons with whom you had fun yesterday?" nineteen of the thirty boys had fun with neighbors (Table XXIII). Nine boys had fun with family members, seven with other groups of persons, and only three with kin folk.

Of the thirty-eight groups of persons with whom fun was had, thirty-six were the choice of the boy and/or friends of his same age group. Two were the idea of an adult--coach.

Of the thirty-eight activities all but two were liked. The reasons for liking and disliking are given in Table XXIV.

Location of Boys Play

In answer to the question "Where did you play yesterday?" fourteen of the thirty boys played at a friends or relatives house,

Table XXI

Age and Sex of Persons With Whom Boys Had Fun After School Yesterday
and Person Responsible for Choice of Persons

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Age and sex of persons with whom boys had fun	Number of boys	Person responsible for idea	
		Boys and girls	Adults
Boys:			
Older	22	21	1
Younger	18	17	1
Same age	17	16	1
Girls:			
Same age	2	2	-
Older	1	1	-
Younger	1	1	-
Grown-ups	3	3	-
All persons	64*	61	3

- * 9 boys had fun with 1 person
 12 boys had fun with 2 persons
 6 boys had fun with 3 persons
 2 boys had fun with 4 persons
 1 boy had fun with 5 persons

Table XXII

Age and Sex of Persons With Whom Boys Had Fun After School Yesterday and Attitude Toward Choice of Persons
(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Age and sex of persons with whom boys had fun	Number of boys	Attitude					Dislike
		Reason not stated	Had fun	Liked things done together	Like	Other reasons	
					Played fair		
Boys:							
Older	22	9	5	5	1	Got along well together	Didn't know how to play game
Younger	18	8	2	3	3	Got along well together	Didn't know how to play game
Same age	17	5	4	3	2	Got along well together Liked to play with people my same age	Played too rough
Girls:							
Same age	2	-	1	-	-	Liked to be with girls	
Older	1	-	1	-	-		
Younger	1	1	-	-	-		
Grown-ups	3	2	-	-	-	Liked to play football with father	
All persons	64	25	13	11	6	6	3

Table XXIII

Relationships of Persons With Whom Boys Had Fun After School
Yesterday and Person Responsible for Choice of Persons

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Relationships of persons	Number of boys	Person responsible for idea	
		Boys and girls	Adults
Neighbors	19	18	1
Family members	9	9	-
Kin folk	3	3	-
Others	7	6	1
All persons	38*	36	2

- * 15 boys had fun with 1 group of persons
10 boys had fun with 2 groups of persons
1 boy had fun with 3 groups of persons

4 boys did not state the relationship of the persons with whom they had fun

Table XXIV

Relationships of Persons with Whom Boys Had Fun
After School Yesterday and Attitudes Toward Choice of Persons

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Relationships of persons	Number of boys	Attitude					
		Reason not stated	Were fun	Like Liked things done together	Liked play with other boys	Got to be closer friends	Dislike Were too rough
Neighbors	19	9	5	2	1	1	1
Family members	9	4	3	-	1	1	-
Kin folk	3	1	1	-	-	-	1
Others	7	4	1	2	-	-	-
All persons	38	18	10	4	2	2	2

eleven boys played at home, and seven boys played in a public place (Table XXV). Twenty-three boys played outdoors while only three played indoors.

Most of the locations of play were the choice of the boy and/or friends of his same age group.

Of the thirty-two at home or away locations of play, all but one was liked. Of the twenty-six indoor or outdoor locations of play all were liked. The reasons for liking and disliking are given in Table XXVI.

Attitudes Toward Activity for Fun According to
Person Responsible for Idea

All but seven of the 185 activities for fun and statements about playmates and location of play which were the idea of the boy and/or friends of his same age group were liked. Reasons for disliking activities chosen by the boy and/or friends of his same age group were that: football was too rough, playing ball would have been more fun than homework, lack of knowledge of how to play football, and rough play of playmates (Table XXVII).

The reason for disliking playing football at home because it was the father's idea was the preference for playing at the football field. The reasons stated for liking activities chosen by adults were: liking for football and outdoor play, liking for things done with teammates, and liking the pay received for doing housecleaning.

Activities of Girls for Fun

In answer to the question "What did you do for fun after school yesterday?" fourteen of the thirty girls engaged in active forms of recreation such as: played ball, rode a bicycle, walked, skated, picked

Table XXV

Boys' Location of Play Yesterday and Person
Responsible for Choice of Location

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Location of play	Number of boys	Person responsible for idea	
		Boys and girls	Adults
Friend or relatives house	14	14	-
At home	11	10	1
Public place	7	6	1
All locations	32*	30	2
Outdoors	23	22	1
Indoors	3	3	-
All locations	26**	25	1

* 28 boys played in 1 place
2 boys played in 2 places

** 22 boys played in 1 place
2 boys played in 2 places

6 boys did not state whether they played indoors or outdoors

Table XXVI

Boys' Location of Play Yesterday and Attitude Toward Location

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Location of play	Number of boys	Attitude					Dislike Rather play at football field
		Reason not stated	Had fun	Like Was good place to play	Liked outdoors better than indoors	Other reasons	
At home	11	6	3	1	-		1
Friends or relatives house	14	7	4	2	-	Was better than playing at home	
Public place	7	2	4	-	-	Wanted to play ball	
All locations	32	15	11	3	-	2	1
Outdoors	23	14	5	-	2	Could not play football indoors Liked fresh air	
Indoors	3	2	1	-	-		
All locations	26	16	6	-	2	2	

Table XXVII

Person Responsible for Idea Related to Attitude Toward Boys'
Activity for Fun, Age and Sex, and Relationship of
Person With Whom Fun Was Had, and Location of Play

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Person responsible for idea*	Activity or person or location	Attitude	
		Like	Dislike
Coach	Played football	Liked it very much, favorite sport	
Mother	Did house-cleaning	Liked pay	
Friends	Played football		Was too rough
Boy	Did homework		Would rather have played ball
Coach	Older, same age and younger boys	Liked things done together (3)	
Friends	Older and younger boys		Didn't know how to play game (2)
Friends	Same age boys		Played too rough
Coach	Neighbors	Gave no reason	
Coach	Others	Gave no reason	
Friends	Neighbors		Played too rough
Boy	Kin folk		Played too rough
Coach	Outdoors	Liked outdoors better than indoors	
Father	At home		Had rather play at football field
Coach	Public place	Liked it	

* The 178 activities which were the choice of the boy and/or friends of his same age group and which were liked have been omitted.

Table XXVIII

Girls' Activities for Fun After School Yesterday and
Person Responsible for Choice of Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Fun activities	Number of girls	Person responsible for idea	
		Boys and girls	Adults
Played ball	7	6	1
Rode bicycles	2	2	-
Went for a walk	1	1	-
Skated	1	1	-
Picked grapes to eat	1	1	-
Played records and danced	1	1	-
Walked dogs	1	1	-
Sold magazines	2	2	-
Cooked supper	2	2	-
Raked yard	1	1	-
Played games	5	5	-
Played piano	2	2	-
Watched football practice	2	2	-
Visited girl friend	2	2	-
Read mystery book	1	1	-
Worked a puzzle	1	1	-
Watched a movie	1	1	-
Ate	1	1	-
Ate supper with sister	1	-	1
All activities	35*	33	2

* 23 girls engaged in 1 activity
6 girls engaged in 2 activities

1 girl did nothing for fun after school yesterday

grapes to eat, played records and danced, and walked dogs (Table XXVIII). Sixteen girls engaged in less active forms of recreation, such as: played the piano, played games, watched football practice, visited, read, worked a puzzle, watched a movie, ate, and ate supper with sister. Surprisingly enough the following activities were also listed as fun: sold magazines, cooked supper, and raked the yard. Perhaps the girls considered these activities fun since only two of the five girls disliked them. One girl did nothing for fun after school.

There was more diversity and less action in the forms of recreation engaged in by the girls than by the boys. The girls mentioned nineteen activities, the boys mentioned only twelve. Half of the forms of recreation mentioned by the girls were inactive; only one mentioned by the boys was inactive.

Of the thirty-five activities, thirty-three were the idea of the girl and/or friends of her same age group. Two were the idea of the sister.

Of the thirty-five activities, all but two were liked. The reasons for liking and disliking are given in table XXIX.

Age and Sex of Persons With Whom Girls Had Fun

In answer to the question "With whom did you have fun after school yesterday?" fourteen of the persons with whom the girls had fun were those of their opposite sex (Table XXX). Five had fun with older boys, two with boys their same age, and eight with younger boys. Twenty-eight girls had fun with persons of their own sex; nine had fun with older girls, ten with girls their same age, and nine with younger girls. Two girls had fun with grown ups. Five girls reported having fun alone.

Table XXIX

Girls' Fun After School Yesterday and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Fun activities	Number of girls	Attitude					
		Reason not stated	Had fun	Like		Dislike	
				Was good exercise	Other reasons	Sold things for school	Have to do it a lot
Played ball	7	2	1	1	Liked to pitch Liked outdoor sports Liked it Liked it		
Rode bicycles	2	1	-	-			
Sold magazines	2	1	-	-		1	
Cooked supper	2	-	1	-			1
Went for a walk	1	-	-	-	Enjoyed the scenery		
Skated	1	-	1	-			
Picked grapes to eat	1	1	-	-			
Played records and danced	1	-	-	-	Liked to play and dance, had fun		
Walked dogs	1	-	-	-	Dogs enjoyed it		
Raked yard	1	-	-	1			
Played games	5	1	4	-			
Played piano	2	2	-	-			
Watched football practice	2	1	1	-			
Visited girl friend	2	-	2	-			
Read mystery book	1	1	-	-			
Worked a puzzle	1	-	-	-	Was a hobby		
Watched a movie	1	1	-	-			
Ate	1	-	1	-			
Ate supper with married sister	1	-	-	-	Had good things to eat		
All activities	35	11	11	2	9	1	1

Table XXX

Age and Sex of Persons With Whom Girls Had Fun After School
Yesterday and Person Responsible for Choice of Persons

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Persons with whom girls had fun	Number of girls	Person responsible for idea		
		Boys and girls	Adults	No one
Boys:				
Younger	7	6	1	-
Older	5	4	-	1
Same age	2	2	-	-
Girls:				
Same age	10	10	-	-
Older	9	8	-	1
Younger	9	9	-	-
Alone	5	4	-	1
Grown ups	2	2	-	-
All persons	49*	45	1	3

- * 15 girls had fun with 1 person
 9 girls had fun with 2 persons
 1 girl had fun with 3 persons
 2 girls had fun with 4 persons
 1 girl had fun with 5 persons

2 girls did not state the age and sex of the persons with whom they had fun

Of the forty-nine persons with whom fun was had, forty-five were the choice of the girl and/or friends of her same age group. One was the choice of the mother.

The boys played with more persons than did the girls, and more often played with boys. The boys mentioned sixty-four persons, the girls mentioned only forty-nine. Almost ninety percent of the persons with whom the boys played were boys; only one half of the girls played with girls. Five of the girls had fun alone; no boys had fun alone.

Of the forty-nine activities all but one was liked. The reasons for liking and disliking are given in Table XXXI.

Relationships of Persons With Whom Girls Had Fun

In answer to the question "What relationship were the persons with whom you had fun after school yesterday?" thirteen of the thirty girls had fun with neighbors (Table XXXII). Nine girls had fun with family members, five with kin folk, and four with other groups of persons.

Of the thirty-one groups of persons with whom fun was had, ~~thirty-nine~~ **thirty** were the choice of the girl and/or friends of her same age group. **One was** the choice of the mother.

Of the thirty-one groups of persons with whom fun was had, all but two were liked. The reasons for liking and disliking are given in Table XXXIII.

Location of Girls Play

In answer to the question "Where did you play yesterday?" twenty-one of the thirty girls played at home (Table XXXIV). Eight girls played at a friends or relatives house, and only two at a public place. Twenty of the thirty girls played outdoors, eight played indoors.

Table XXXI

Age and Sex of Persons With Whom Girls Had Fun After School Yesterday and Attitude Toward Choice of Person
(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville
High Schools of North Carolina, Fall, 1950)

Persons with whom girls had fun	Number of girls	Attitude						Dislike Had no one to play with at the time
		Reason not stated	Liked things done together	Like Liked friends	Liked to play with people same age	Had fun	Other reasons	
Boys:								
Younger	8	6	1	-	-	-	Helped to learn to care for children	
Older	5	1	2	2	-	-		
Same age	2	-	1	1	-	-		
Girls:								
Same age	10*	3	4	1	2	-	Only wanted to play with gang	
Older	9*	1	2	4	-	2	Was change from practicing music	
Younger	8*	3	1	1	1	2	Only wanted to play with gang	
Grown ups	2	1	1	-	-	-		
Alone	5	2	1	-	-	-	Liked to read	1
All persons	49	17	13	9	3	4	5	1

* 1 girl in each of these groups gave 2 reasons for liking persons with whom they had fun.

Table XXXII

Relationships of Persons With Whom Girls Had Fun After School
Yesterday and Person Responsible for Choice of Persons

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Relationships of persons	Number of girls	Person responsible for idea	
		Boys and girls	Adults
Neighbors	13	13	-
Family members	9	9	-
Kin folk	5	5	-
Others	4	3	1
All persons	31*	30	1

* 25 girls had fun with 1 group of persons
3 girls had fun with 2 groups of persons

2 girls did not state the relationships of the persons with whom they had fun

Table XXXIII

Relationships of Persons With Whom Girls Had Fun After School Yesterday and
Attitude Toward Choice of Persons

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Relationships of persons	Number of girls	Attitude						Dislike	
		Reason not stated	Were fun	Liked to play with neighbors	Like Were good friends to play with	Liked each other	Other reasons	Did not like to play	Would not play any- thing
Neighbors	13	5	2	3	1	1			1
Family member	9	2	5	-	-	-	Both liked to cook Liked to play with brother and sister		
Kin folk	5	-	2	1	-	1		1	
Others	4	3	-	-	-	-	Had not seen these friends in a long time		
All persons	31	10	9	4	1	2	3	1	1

Table XXXIV

Girls' Location of Play Yesterday and Person
Responsible for Choice of Location

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Location of play	Number of girls	Person responsible for idea	
		Boys and girls	Adults
At home	21	17	4
Friends or relatives house	8	8	-
Public place	2	2	-
All locations	<u>31*</u>	<u>27</u>	<u>4</u>
Outdoors	20	19	1
Indoors	8	8	-
All locations	<u>28**</u>	<u>27</u>	<u>1</u>

* 23 girls played in 1 place
4 girls played in 2 places

3 girls did not state the location of play

** 24 girls played in 1 place
2 girls played in 2 places

4 girls did not state whether they played indoors or outdoors

Of the thirty-one locations of play, twenty-seven were the choice of the girl and/or friends of her same age group. Four girls played at home and one outside because it was the mothers idea.

More boys played away from home than did the girls, but both boys and girls preferred outdoor locations to indoor. Approximately two-thirds of the boys played away from home, and approximately two-thirds of the girls played at home. About ninety percent of the locations mentioned by boys and girls were outdoors.

Of the thirty-one at home or away locations, all but four were liked. Of the twenty-eight indoor or outdoor locations of play, all were liked. The reasons for liking and disliking are given in Table XXXV.

Attitudes Toward Activity for Fun According to
Person Responsible for Idea

All but six of the 162 activities for fun which were the idea of the girl and/or friends of her same age group were liked. The reasons for disliking activities chosen by the girls and/or friends of her same age group were that: the girl did not like to sell things for school, had to cook supper too often, there was no one to play with at the time, and had to play at home too much, the neighbors would not play, and the girl's desire to visit friends (Table XXXVI).

The reasons for disliking activities chosen by adults were: the kin folk did not like to play, and the girls' desire to visit friends.

The reasons stated for liking activities chosen by adults were: sister had good things to eat, playing with younger boys helped the girl to learn to care for children, and there was more room to play outdoors.

Table XXXV

Girls' Location of Play Yesterday and Attitude Toward Location

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Location of play	Number of girls	Attitude								
		Reason not stated	Had good place to play	Had fun	Like			Other reasons	Dislike	
					Liked better than indoors	Was too hot inside	Was too stuffy inside		Wanted to visit friends	Have to play at home too much
At home	21	11	2	2	-	-	-	Friends liked it Had nothing else to do	3	1
Friends or relatives house	8	4	1	1	-	-	-	Liked to visit with gang Got to go to friends house	-	-
Public place	2	2	-	-	-	-	-		-	-
All locations	31	17	3	3	-	-	-	4	3	1
Outdoors	20	3	3	4	3	2	2	Homework jobs were outdoors Liked sunshine and flowers Liked fresh air		
Indoors	8	5	-	-	-	-	-	Was no one to play with outdoors Liked no one to bother me Were able to dance better		
All locations	28	8	3	4	3	2	2	6		

Table XXXVI

Person Responsible for Idea Related to Attitude Toward Girls
Activity for Fun, Age and Sex, and Relationship of
Person With Whom Fun Was Had, and Location of Play

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Person responsible for idea*	Activity or person or location	Attitude	
		Like	Dislike
Married sister	Played ball	No reason given	
Married sister	Ate supper with her	Had good things to eat	
Girl	Sold magazines		Sold things for school
Girl	Cooked supper		Have to do it a lot
Mother	Younger boys	Helped learn to care for children	
Girl	Alone		Had no one to play with at the time
Mother	Kin folk		Did not like to play
Friends	Neighbors		She would not play
Mother	At home	Did not mind	
Mother	At home	Liked it	Wanted to visit friends (2)
Girl	At home		Have to play at home too much
Girl	At home		Wanted to visit friends
Mother	Outdoors	Had room to play	

* The 156 activities which were the choice of the girl and/or friends of her same age group and which were liked have been omitted.

CHAPTER VI

SELECTION OF CLOTHES

In describing the selection of clothes the boys and girls were asked to state what clothes they wore to school yesterday, to church, parties, and other special places last week, on rainy days, and the clothes bought and made for them this fall.

Boys Clothes Worn to School Yesterday

In answer to the question "What did you wear to school yesterday?" fifteen of the thirty boys said they wore pants and shirts (Table XXXVII). Among the other combinations listed were: dungarees and shirts, shirt and overalls and tie, sweater and pants, T-shirt and overalls, bluejeans and sport shirt.

Of the thirty articles of clothing worn, twenty-eight were their own choice. Two were the choice of the mother.

All of the boys liked the clothes worn to school. The reasons for liking and disliking are given in Table XXXVIII.

Boys Clothes Worn to Church, Parties, and Other Special Places Last Week

In answer to the question "What did you wear to church, parties, and other special places last week?", ~~six~~ seven of the thirty boys said they wore pants and shirts (Table XXXVII). Among the combinations listed were: Sunday outfit, bluejeans, and suit. Eighteen boys did not state what clothes were worn to these places.

Table XXXVII

Boys' Clothing Selection and Person
Responsible for Choice of Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Clothing selection	Number of boys	Person responsible for idea	
		Boys	Adults
Selected clothes worn to school yesterday:			
Pants and shirts	15	13	2
Dungarees and shirts	8	8	-
Shirt, overalls, tie	2	2	-
Sweater and pants	2	2	-
T-shirt and overalls	2	2	-
Bluejeans and sport shirt	<u>1</u>	<u>1</u>	<u>-</u>
All clothes worn to school	30	28	2
Selected clothes worn to church, parties, and other special places last week:			
Shirt and pants	6	5	1
Sunday outfit	3	2	1
Bluejeans	1	1	-
Suit	<u>1</u>	<u>-</u>	<u>1</u>
All clothes worn to special places	11*	8	3
Selected clothes worn on rainy days:			
Raincoat	5	2	3
Coat and cap	3	1	2
Coat	3	2	1
Raincoat and overshoes	1	-	1
Overalls	<u>1</u>	<u>1</u>	<u>-</u>
All clothes worn on rainy days	13**	6	7

Table XXXVII (continued)

Clothing selection	Number of boys	Person responsible for idea	
		Boys	Adults
Selected clothes bought this fall:			
Pants	15	8	7
Shirts	9	2	7
Coats	6	3	3
Suit	4	2	2
Jacket	5	2	1
Overalls	2	2	-
Socks	2	1	1
Sweater	1	-	1
T-Shirts	1	-	1
All clothes bought	<u>43***</u>	<u>20</u>	<u>23</u>
Selected clothes made this fall:			
Shirts	3	1	2
Suit	1	1	-
Jacket	1	-	1
All clothes made	<u>5****</u>	<u>2</u>	<u>3</u>

* 19 boys did not state what clothes were worn to church, parties,
and other special places

** 17 boys did not state what clothes were worn on rainy days

*** 2 boys bought 1 article of clothing
10 boys bought 2 articles of clothing
4 boys bought 3 articles of clothing
1 boy bought 4 articles of clothing

12 boys did not state what clothes were bought

**** 25 boys did not state what clothes were made

Table XXXVIII

Boys' Selection of Clothes Worn to School Yesterday and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Clothing selection	Number of boys	Attitude				
		Reason not stated	Wanted to wear them	Could play better in them	Were pretty	Like Other reasons
Selected clothes worn to school:						
Pants and shirt	15	6	1	1	1	Looked nice Looked neat Had to Liked to wear good clothes Were comfortable Selected own clothes Did not like others
Dungarees and shirt	8	6	1	-	-	
Shirt, overalls, and tie	1	-	-	-	-	Were clean
Sweater and pants	2	1	-	-	1	
T-shirt and overalls	3	-	-	1	-	Kept warm Did not like to wear dress clothes
Bluejeans and sport shirt	1	-	-	-	-	Liked to wear bluejeans on hot days
All clothes selected	30	13	2	2	2	11

Of the twelve articles of clothing worn, ~~eight~~ were their own choice. Three were the choice of adults--mother and father.

All but two of the boys liked the clothes they wore. The reasons for liking and disliking are given in Table XXXIX.

Boys Clothes Worn on Rainy Days

In answer to the question "What did you wear on rainy days?" five of the thirty boys said they wore raincoats (Table XXXVII). Among the other combinations listed were: coat and cap, coat, raincoat and over-shoes, and overalls. Seventeen of the boys did not state what they wore on rainy days.

Of the thirteen articles of clothing worn, six were their own choice. Seven were the choice of the mother.

All but two of the boys liked the clothes they wore. The reasons for liking and disliking are given in Table XL.

Boys Clothes Bought For Fall

In answer to the question "What clothes were bought for you this fall?" fifteen of the thirty boys said pants were bought (Table XXXVII). Among the other clothes bought were: shirts, coats, suits, jacket, overalls, socks, sweaters, and T-shirts. Twelve boys did not state what clothes were bought.

Of the forty-three articles of clothing bought, twenty were their own choice. Twenty-three were the choice of adults--mother and father.

All but two boys liked the clothes bought. The reasons for liking and disliking are given in Table XLI.

Table XXXIX

Boys' Selection of Clothes Worn to Church, Parties, and Special Places
Last Week and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Clothing selection	Number of boys	Attitude					
		Like			Dislike		
		Reason not stated	Wanted to look good on Sunday	Looked nice	Was a good idea	Reason not stated	Don't like to wear good clothes
Selected clothes worn to church, parties, special places:							
Shirt and pants	6	2	2	1	-	1	-
Sunday outfit	3	-	1		1	-	-
Bluejeans	1	1	-	-	-	-	-
Suit	1	1	-	-	-	-	-
All clothes selected							
	11	4	3	1	1	1	1

Table XL

Boys' Selection of Clothes Worn on Rainy Days and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Clothing selection	Number of boys	Attitude				
		Reason not stated	Like	Was glad to own one	Dislike	
			Kept from getting wet		Was too heavy	Did not like overshoes
Selected clothes worn on rainy days:						
Raincoat	5	-	3	1	1	-
Coat and cap	3	1	2	-	-	-
Coat	3	-	3	-	-	-
Raincoat and over- shoes	1	-	-	-	-	1
Overalls	1	1	-	-	-	-
All clothes selected						
	13	2	8	1	1	1

Table XL

Boys' Selection of Clothes Worn on Rainy Days and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Clothing selection	Number of boys	Attitude				
		Reason not stated	Like Kept from getting wet	Was glad to own one	Was too heavy	Dislike Did not like overshoes
Selected clothes worn on rainy days:						
Raincoat	5	-	3	1	1	-
Coat and cap	3	1	2	-	-	-
Coat	3	-	3	-	-	-
Raincoat and over- shoes	1	-	-	-	-	1
Overalls	1	1	-	-	-	-
All clothes selected						
	13	2	8	1	1	1

Table XLI

Boys' Selection of Clothes Bought This Fall and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Clothing selection	Number of boys	Attitude					
		Reason not stated	Liked new clothes	Like Were needed	Family knew best	Felt sporty	Dislike Were not fun to try on
Selected clothes bought:							
Pants	15	5	5	3	1	-	1
Shirts	9	2	4	1	1	-	1
Coat	6	1	1	3	1	-	-
Suit	4	1	2	-	-	1	-
Jacket	3	1	1	1	-	-	-
Overalls	2	1	1	-	-	-	-
Socks	2	1	-	-	1	-	-
Sweater	1	-	1	-	-	-	-
T-shirt	1	-	1	-	-	-	-
All clothes selected	43	12	16	8	4	1	2

Boys Clothes Made For Fall

In answer to the question "What clothes were made for you this fall?" three of the thirty boys said shirts were made (Table XXXVII). Among the other clothes made were: a suit and a jacket. Twenty-five boys did not state what clothes were made for them.

Of the five articles of clothing made, two were their own choice. Three were the choice of adults--mother and father.

All of the five articles of clothing made were liked. The reasons for liking and disliking are given in Table XLII.

Attitudes Toward Clothing Selection Activities According to Person Responsible for Idea

All of the sixty-four clothing selection activities which were the boys choice were liked.

The reason for disliking activities chosen by adults were: raincoat was heavy, dislike for wearing overshoes, and pants and shirts were not fun to try on (Table XLIII).

The reasons stated for liking activities chosen by adults were: the liking for new clothes and the need for them, clothes were pretty, the raincoat and coat and cap kept him dry, was glad to have the raincoat, thought mother and father knew best in the selection of clothes bought and made, and felt sporty with the new suit.

Girls Clothes Worn to School Yesterday

In answer to the question "What did you wear to school yesterday?" fifteen of the thirty girls said they wore a dress (Table XLIV). Among the other combinations listed were: skirt and blouse, skirt and sweater, sun dress, and suit.

Table XLII

Boys' Selection of Clothes Made This Fall
and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Clothing selection	Number of boys	Attitude		
		Like		
		Reason not stated	Liked new clothes	Family knew best
Selected clothes made:				
Shirts	3	1	1	-
Suit	1	1	-	1
Jacket	1	1	-	-
All clothes selected	5	3	1	1

Table XLIII (continued)

Person responsible for idea*	Clothing selection	Attitude	
		Like	Dislike
(Selection of clothes bought)			
Mother and Father	Socks	Thought they knew best	
Mother and Father	T-Shirt	Liked new clothes	
(Selection of clothes made)			
Mother	Shirts	Liked new clothes	
Mother	Jacket	Liked it	
Mother and Father	Shirts	Thought they knew best	

* The 64 activities which were the choice of the boy and which were liked have been omitted.

Table XLIV

Girls' Clothing Selection and Person
Responsible for Choice of Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Clothing selection	Number of girls	Person responsible for idea	
		Girls	Adults
Selected clothes worn to school yesterday:			
Dress	15	12	3
Skirt and blouse	9	9	-
Skirt and sweater	3	3	-
Sun dress	2	2	-
Suit	<u>1</u>	<u>1</u>	<u>-</u>
All clothes worn to school	30	27	3
Selected clothes worn to church, parties, and other special places last week:			
Dress	7	7	-
Suit	3	1	2
Skirt and blouse	3	3	-
Corduroy suit	1	1	-
Bluejeans and shirt	1	1	-
Sun dress	<u>1</u>	<u>1</u>	<u>-</u>
All clothes worn to special places	16 *	14	2
Selected clothes worn on rainy days:			
Raincoat	6	4	2
Raincoat and boots	2	2	-
Jacket and scarf	2	2	-
Jacket	2	2	-
Coat	1	1	-
Boots and jacket	<u>1</u>	<u>-</u>	<u>1</u>
All clothes worn on rainy days	14 **	11	3

Table XLIV (continued)

Clothing selection	Number of girls	Person responsible for idea	
		Girls	Adults
Selected clothes bought this fall:			
Dress	13	6	7
Skirts	11	3	8
Sweater	7	2	5
Socks	7	2	5
Blouse	6	1	5
Coat	4	2	2
Underwear	3	-	3
Suit	2	-	2
Jacket	2	1	1
All clothes bought	55***	17	38
Selected clothes made this fall:			
Dress	13	5	8
Skirt	7	4	3
Blouse	2	-	2
Gym suit	1	1	-
All clothes made	23****	10	13

* 14 girls did not state what clothes were worn to church, parties, and other special places

** 16 girls did not state what clothes were worn on rainy days

*** 1 girl bought 1 article of clothing
 13 girls bought 2 articles of clothing
 3 girls bought 3 articles of clothing
 2 girls bought 4 articles of clothing
 1 girl bought 5 articles of clothing
 1 girl bought 6 articles of clothing

9 girls did not state what clothes were bought

**** 12 girls selected 1 article of clothing made
 4 girls selected 2 articles of clothing made
 1 girl selected 3 articles of clothing made

13 girls did not state what clothes were made

Of the thirty articles of clothing worn to school, twenty-seven were their own choice. Three were the choice of the mother.

All but ~~two~~ girls liked the clothes worn to school. The reasons for liking and disliking are given in Table XLV.

Girls Clothes Worn to Church, Parties, and
Other Special Places Last Week

In answer to the question "What did you wear to church, parties, and other special places last week?" seven of the thirty girls said they wore a dress (Table XLIV). Among the other combinations listed were: suits, skirt and blouse, corduroy suit, bluejeans and shirt, and sun dress. Fourteen girls did not state what clothes were worn.

Of the sixteen articles of clothing worn to church, parties, and other special places, fourteen were their own choice. Two were the choice of the mother.

All of the sixteen articles of clothing worn to church, parties, and other special places were liked. The reasons for liking are given in Table XLVI.

Girls Clothes Worn on Rainy Days

In answer to the question "What did you wear on rainy days?" six of the thirty girls said they wore a raincoat (Table XLIV). Among the list of other clothes worn on rainy days were: raincoat and boots, jacket and scarf, jacket, coat, and boots and jacket. Sixteen girls did not state what clothes were worn.

Of the fourteen articles of clothing worn, eleven were their own choice. Three were the choice of the mother.

All but two girls liked the clothes they wore. The reasons for liking and disliking are given in Table XLVII.

Table XLV

Girls' Selection of Clothes Worn to School Yesterday and Attitude Toward Them

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Clothing selection	Number of girls	Attitude					Dislike	
		Reason not stated	Was pretty and good for hot day	Like Was new	Other reasons		Had worn it too much this week	Skirt was too old and short
Selected clothes worn to school:								
Dress	15	5	2	-	Wanted to Was my favorite Was pretty Was less trouble Was more comfortable Was long enough Fitted well	1		
Skirt and blouse	9	5	-	1	Liked that one Looked better on me			1
Skirt and sweater	3	2	-	1				
Sun dress	2	2	-	-				
Suit	1	1	-	-				
All clothes selected	30	15	2	2	9	1		1

Table XLVI

Girls' Selection of Clothes Worn to Church, Parties, and Special Places
Last Week and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Clothing selection	Number of girls	Attitude			
		Reason not stated	Was new	Like Was pretty and good for hot day	Other reasons
Selected clothes worn to church, parties, and special places:					
Dress	7	3	1	1	Was good for church Was my Sunday dress
Suit	3	2	-	-	Liked pretty winter clothes
Skirt and blouse	3	2	-	-	Liked that one
Corduroy suit	1	-	1	-	
Bluejeans and shirt	1	1	-	-	
Sun dress	1	-	-	1	
All clothes selected	16	8	2	2	4

Table XLVII

Girls' Selection of Clothes Worn on Rainy
Days and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Clothing selection	Number of girls	Attitude				
		Like			Dislike	
		Reason not stated	Kept from getting wet	Wanted to	Reason not stated	Hated all wraps
Selected clothes worn on rainy days:						
Raincoat	6	2	3	-	1	-
Raincoat and boots	2	2	-	-	-	-
Jacket and scarf	2	1	-	1	-	-
Jacket	2	1	-	1	-	-
Boots and jacket	1	-	-	-	-	1
Coat	1	-	1	-	-	-
All clothes selected	14	6	4	2	1	1

Girls Clothes Bought For Fall

In answer to the question "What clothes were bought for you this fall?" thirteen of the thirty girls said that dresses were bought (Table XLIV). Among the other clothing bought were: skirts, sweaters, socks, blouses, coats, underwear, suits, and jackets. Nine girls did not state what clothing was bought for them.

Of the fifty-five articles of clothing bought, seventeen were their own choice. Thirty-eight were the choice of adults--mother and father.

All of the fifty-five articles of clothing bought were liked. The reasons for liking are given in Table XLVIII.

Girls Clothes Made For Fall

In answer to the question "What clothes were made for you this fall?" thirteen of the thirty girls said that dresses were made for them (Table XLIV). Among the other clothes made listed were: skirt, blouse, and a gym suit. Thirteen girls did not state what clothes were made for them.

Of the twenty-three articles of clothing made, ten were their own choice. Thirteen were the choice of the mother.

All of the twenty-three articles of clothing made were liked. The reasons for liking are given in Table XLIX.

Attitudes Toward Clothing Selection Activities According to Person Responsible for Idea

All but two of the seventy-nine clothing selection activities which were the idea of the girl were liked. The reason for disliking the skirt worn to school was that it was too old and short (Table L).

Table XLVIII

Girls' Selection of Clothes Bought This Fall
and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Clothing selection	Number of girls	Attitude				
		Reason not stated	Liked new clothes	Like Wanted them	Were pretty	Was fun to shop
Selected clothes bought:						
Dress	13	3	7	1	1	1
Skirts	11	5	3	3	-	-
Sweater	7	4	3	-	-	-
Socks	7	-	6	-	1	-
Blouse	6	1	3	1	1	-
Coat	4	-	4	-	-	-
Underwear	3	-	1	-	-	2
Suit	2	1	-	-	1	-
Jacket	2	-	2	-	-	-
All clothes selected						
	55	14	29	5	4	3

Table XLIX

Girls' Selection of Clothes Made This Fall and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Clothing selection	Number of girls	Attitude					
		Reason not stated	Liked new clothes	Were pretty	Were needed	Liked to sew	Other reasons
Selected clothes made:							
Dress	13	4	2	2	3	-	Fitted better than ready-made ones
Skirt	7	1	1	1	-	1	Made like I wanted them Mother could make them cheaper Did not like all of clothes to be bought
Blouse	2	-	1	-	-	1	Wanted them
Gym suit	1	-	1	-	-	-	
All clothes selected	23	5	5	3	3	2	5

Table L

Person Responsible for Idea Related to Attitude
Toward Girls' Selection of Clothes

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Person responsible for idea*	Clothing selection	Attitude	
		Like	Dislike
	(Selection of clothes worn to school)		
Mother	Dress	Liked it Was a long dress	Had worn too much in same week
Girl	Skirt		Was too old and short
	(Selection of clothes worn to special places)		
Mother	Skirt	Liked pretty clothes Liked it	
	(Selection of clothes worn on rainy days)		
Mother	Raincoat	Liked it Kept me dry	
Mother	Boots and jacket		Hated it, hate all wraps
Girl	Raincoat		No reason given
	(Selection of clothes made)		
Mother	Dress	Was pretty Liked it (2) Wanted them Liked new clothes Needed them (2) Fitted better than those bought	
Mother	Skirts	Made like I wanted them Liked it Liked new clothes	
Mother	Blouse	Liked new clothes Liked it	
	(Selection of clothes bought)		
Mother	Dress	Were pretty Was fun to shop Liked new clothes (4) Got kind I wanted	
Mother	Skirts	Liked new clothes (3) Liked it (2) Got kind I wanted Wanted them	

Table L (continued)

Person responsible for idea*	Clothing selection	Attitude	
		Like	Dislike
	(Selection of clothes bought)		
Mother and Father	Skirts	Liked it	
Mother and Father	Sweater	Liked it	
Mother	Sweater	Liked it (2)	
		Liked new clothes (2)	
Mother	Socks	Liked new clothes (4)	
		Were pretty	
Mother	Blouse	Liked pretty clothes	
		Liked new clothes (3)	
		Wanted them	
Mother	Coat	Liked new clothes (2)	
Mother	Underwear	Liked new clothes (2)	
		Was fun to go shopping	
Mother	Suit	Liked it	
		Liked pretty clothes	
Mother	Jacket	Liked new clothes	

* The 77 activities which were the choice of the girl and which were liked have been omitted.

The reasons for disliking activities chosen by adults were: she had worn the dress too much in the same week, and hatred for wraps.

The reasons stated for liking activities chosen by adults were: it was a long dress, the liking for pretty clothes, raincoat kept the girl dry, was fun to shop, bought the kind of dress the girl desired, the liking for new clothes, the need for them, the dress that was made fitted better than those bought, and the skirts were made like the girl wanted them.

CHAPTER VII

DECISION AS TO TIME TO GO TO BED AND TO GET UP

The boys and girls were asked to state what time they went to bed and what time they got up, whose idea it was, and how they liked the time.

Boys

In answer to the question "What time did you go to bed last night?" nineteen of the thirty boys said they went to bed at ^{nine,} nine-thirty, or ten o'clock (Table LI). The earliest went to bed at seven-thirty; the latest at twelve o'clock. Three boys did not state the time they went to bed.

Of the twenty-seven times the boys went to bed, twenty-five were their own idea. Two were the idea of the mother.

All but three of the boys liked the time they went to bed. The reasons for liking and disliking are given in Table LII.

In answer to the question "When did you get up this morning?" twenty-five of the thirty boys said they got up at six, six-thirty, seven, or seven-thirty (Table LI). The earliest got up at five and five-thirty; the latest at eight o'clock. One boy did not state the time he got up.

Of the twenty-nine times the boys got up, nineteen were their own choice. Ten were the idea of adults--mother and father.

About half of the boys liked the time they got up. The reasons for liking and disliking are given in Table LIII.

Table LI

Boys' Bed Time Last Night and Time To Get Up This Morning
and Person Responsible for Choice of Time

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Time	Number of boys	Person responsible for idea	
		Boys	Adults
To go to bed:			
7:30	1	1	-
8:30	3	3	-
9:00	7	6	1
9:30	6	6	-
10:00	6	5	1
10:30	2	2	-
11:00	1	1	-
12:00	1	1	-
All times	<u>27*</u>	<u>25</u>	<u>2</u>
To get up:			
5:00	1	1	-
5:30	1	1	-
6:00	4	2	2
6:30	4	3	1
7:00	14	9	5
7:30	3	2	1
8:00	2	1	1
All times	<u>29**</u>	<u>19</u>	<u>10</u>

* 3 boys did not state the time they went to bed

** 1 boy did not state the time he got up

Table LII

Boys' Bed Time Last Night and Attitude Toward Decision as to Time

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Time to go to bed	Number of boys	Attitude					Dislike
		Reason not stated	Was sleepy	Liked to get a lot of sleep	Like Was tired	Other reasons	
7:30	1	-	-	-	-	Have to get up early	
8:30	3	1	-	2	-		
9:00	7	1	3	1	1	Needed sleep	
9:30	6	3	1	-	1	Was getting late	
10:00	6	3	1	-	-	Liked to go to bed late	Wanted to listen to radio
10:30	2	-	-	-	1		Was too late
11:00	1	-	-	-	-		Had to do homework
12:00	1	-	-	-	-	Went to a show and stayed up town	
All times	27	8	5	3	3	5	3

Table LIII

Boys' Time To Get Up This Morning and Attitude Toward Decision as to Time

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Time to get up	Number of boys	Attitude								
		Like					Dislike			
		Reason not stated	Liked to get up early	Got ready	Felt better	To do chores	Reason not stated	Was sleepy	Liked to stay in bed	Other reasons
5:00	1	-	-	-	1	-	-	-	-	
5:30	1	-	-	-	-	1	-	-	-	
6:00	4	-	-	-	-	-	-	3	-	Did not want to work
6:30	4	1	1	-	-	-	-	-	1	Did not want to go to school
7:00	15*	2	3	2	1	1	1	3	-	Was too early Was awful
7:30	3	1	-	-	-	-	-	2	-	
8:00	2	-	-	-	-	-	-	1	1	
All times	30	4	4	2	2	2	1	9	2	4

* 1 boy gave 2 reasons for disliking to get up at 7:00 AM

All but eight of the forty-four decisions about time which were the boys idea were liked. Reasons for disliking the times chosen by the boys were: ten-thirty was too late to go to bed, having to do homework until eleven, desire to stay in bed, not wanting to work, and being sleepy (Table LIV).

The reasons for disliking the times chosen by adults were: the desire to listen to the radio, being sleepy in the morning, wanting to sleep longer, wanting to stay in bed, dislike for going to school, and seven o'clock was too early to get up.

The reasons stated for liking the times chosen by adults were liking to sleep and it was time to go to school.

Girls

In answer to the question "What time did you go to bed last night?" twenty-three of the thirty girls said they went to bed at nine, nine-thirty, or ten o'clock (Table LV). The earliest went to bed at eight and eight-thirty; the latest at ten-thirty.

Of the thirty times the girls went to bed, twenty-four were their own choice. Six were the idea of the mother.

All but one girl liked the time they went to bed. The reasons for liking and disliking are given in Table LVI.

In answer to the question "When did you get up this morning?" twenty-one of the thirty girls said they got up at six, six-fifteen, six-thirty, or seven o'clock (Table LV). The earliest got up at five-thirty; the latest at seven-fifteen and seven-thirty.

Of the thirty times the girls got up, sixteen were their own idea. Fourteen were the idea of adults - mother and father.

About half of the girls liked the time they got up. The reasons for liking and disliking are given in Table LVII.

Table LIV

Person Responsible for Idea Related to Attitude
Toward Boys Decision As To Time

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Person responsible for idea*	Time to go to bed and to get up	Attitude	
		Like	Dislike
		(Bed time)	
Mother	9:00	Liked to sleep	
Mother	10:00		Wanted to listen to radio
Boy	10:30		Was too late
Boy	11:00		Did homework
		(Time to get up)	
Mother	6:00		Was sleepy Wanted to sleep longer
Mother	6:30		Did not like to go to school
Mother	7:00	Was time to go to school	Was sleepy Did not like it Was too early Thought it was awful
Mother	7:30		Was sleepy
Father	8:00		Wanted to stay in bed
Boy	6:00		Hated it, did not want to work
			Was sleepy
Boy	6:30		Wanted to stay in bed
Boy	7:00		Was sleepy
Boy	7:30		Was sleepy
Boy	8:00		Was sleepy

* The 36 activities which were the choice of the boy and which were liked have been omitted.

Table LV

Girls' Bed Time Last Night and Time to Get Up This Morning
and Person Responsible for Choice of Time

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Time	Number of girls	Person responsible for idea	
		Girls	Adults
To go to bed:			
8:00	2	2	-
8:30	2	2	-
9:00	7	6	1
9:30	7	5	2
10:00	9	6	3
10:30	<u>3</u>	<u>3</u>	<u>-</u>
All times	30	24	6
To get up:			
5:30	1	1	-
6:00	5	2	3
6:15	3	1	2
6:30	3	3	-
7:00	10	4	6
7:15	4	2	2
7:30	<u>4</u>	<u>3</u>	<u>1</u>
All times	30	16	14

Table LVI

Girls' Bed Time Last Night and Attitude Toward Decision as to Time

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Time to go to bed	Number of girls	Attitude					Dislike Liked to sit up late
		Reason not stated	Was sleepy	Got enough sleep	Like Liked to get up early	Other reasons	
8:00	2	-	1	1	-		
8:30	2	-	-	-	-	Liked to go to bed early Liked to sleep	
9:00	7	1	1	-	2	Was ready to to Liked to rest Had a back ache	
9:30	7	1	3	-	-	Was tired	1
10:00	9	3	2	1	-	Did not like to go to bed early Went to a movie Watched television	
10:30	3	3	-	-	-		
All times	30	8	7	2	2	10	1

Table LVII

Girls' Time To Get Up This Morning and Attitude Toward Decision as to Time

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Time to get up	Number of girls	Attitude								
		Like			Dislike					
		Reason not stated	Got ready to go to school	Did not want to miss bus	Reason not stated	Was too early	Was sleepy	Wanted to sleep later	Did not want to get up	Was lazy
5:30	1	-	1	-	-	-	-	-	-	-
6:00	5	2	-	-	-	-	2	-	-	1
6:15	3	2	-	-	-	-	-	1	-	-
6:30	3	1	-	-	-	2	-	-	-	-
7:00	10	1	4	1	-	-	1	2	1	-
7:15	4	1	2	-	-	-	-	1	-	-
7:30	4	-	1	1	1	-	1	-	-	-
All times	30	7	8	2	1	2	4	4	1	1

All but five of the forty decisions about time which were the girls idea were liked. Reasons for disliking the times chosen by the girl were: liking to sit up late, laziness, six-thirty was too early to get up, and not liking having to get up but had to go to school (Table LVIII).

The reasons for disliking the decisions as to time made by adults were sleepiness and dislike for getting up.

The reasons for liking the decisions as to time made by adults were: tired, sleepy, needed sleep at bedtime, and needed to get ready to go to school in the morning.

Table LVIII

Person Responsible for Idea Related to Attitude
Toward Girls Decision as to Time

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Person responsible for idea*	Time to go to bed and to get up	Attitude	
		Like	Dislike
		(Bed time)	
Mother	9:00	Liked it	
Mother	9:30	Was tired	
		Was sleepy	
Mother	10:00	Needed sleep	
		Was glad I did	
		Was sleepy	
Girl	9:30		Liked to sit up late
		(Time to get up)	
Mother	6:00	Liked it	Wanted to sleep more
Mother	6:15	Liked it	Wanted to sleep later
Mother	7:00	Liked it O.K.	Was still sleepy
		Liked it, got ready for school	Did not like to get up
			Liked to sleep late
			Wanted to sleep
Mother	7:15	Was glad I did	Liked to sleep
Father	6:00		Was sleepy and did not want to get up
Father	7:30		Was sleepy
Girl	6:00		Was lazy I guess
Girl	6:30		Was too early (2)
Girl	7:30		Did not like it, but had to go to school

* The 35 activities which were the choice of the girl and which were liked have been omitted.

CHAPTER VIII

GROOMING ACTIVITIES

In describing the grooming activities the boys and girls were asked whether they hung up clothes, repaired clothes, sewed at home, pressed clothes, washed hair, and whether they polished their shoes.

Hanging Up Clothes By Boys

Twenty-two of the thirty boys said they hung up their clothes yesterday (Table LIX). Eight boys did not state whether they hung up their clothes.

Of the twenty-two boys who hung up their clothes, eighteen did so because it was their own idea. Four did so because it was the choice of the mother.

Of the twenty-two boys who hung up their clothes all but five of them liked the activity. The reasons for liking and disliking are given in Table LX.

Repairing Clothes By Boys

In answer to the question "Did you repair any of your clothes last week? If so, what did you do?" one boy sewed up pants, one sewed football pants, and one sewed on a button (Table LIX). Twenty-seven boys did not repair clothes.

All of the activities were their own choice.

All of the three activities were liked. The reasons for liking are given in Table LX.

Table LIX

Boys' Grooming Activities and Person Responsible
for Choice of Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Grooming activities	Number of boys	Person responsible for idea	
		Boys	Adults
Hung up clothes yesterday	22*	18	4
Repaired clothes last week:			
Sewed up pants	1	1	-
Sewed football pants	1	1	-
Sewed on a button	1	1	-
All activities	<u>3**</u>	<u>3</u>	<u>-</u>
Pressed clothes last week	4***	2	2
Washed hair last week	21****	19	2
Polished shoes last week	22*****	18	4

* 8 boys did not state if they hung up their clothes

** 27 boys did not state if they repaired their clothes

*** 26 boys did not state if they pressed their clothes

**** 9 boys did not state if they washed their hair

***** 8 boys did not state if they polished their shoes

Table IX

Boys' Grooming Activities and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Grooming activities	Number of boys	Attitude						Dislike	
		Reason not stated	Kept clean	Looked good	Kept neat	Like Wanted to	Other reasons	Reason not stated	Reasons
Hung up clothes yesterday	22	3	2	-	5	-	Wanted to help mother Was glad to do it Knew where to find them Kept mother from having to pick them up Had the habit Did not mind Kept from being fussed at	3	Wanted to work on airplane Was not fun, but I always do it
Repaired clothes last week	3	-	-	-	-	-	Liked to sew To be able to wear football pants Made shirt look better	-	
Pressed clothes last week	4	1	-	-	-	-	Liked to wear pressed clothes O.K., but was kind of hard	-	Got too hot

Table IX (continued)

Grooming activities	Number of boys	Attitude						Reason not stated	Dislike Reasons
		Reason not stated	Kept clean	Looked good	Kept neat	Like Wanted to	Other reasons		
Polished shoes last week	22	4	2	5	-	2	Needed it Did not mind Were dirty Was willing to Liked to see them shine Liked to see them change	-	Wanted to do something else Was not fun Did not like to shine shoes
Washed hair last week	21	5	3	2	-	1	Looked neat Needed it Was dirty Was a little fun Was necessary before swimming	4	Did not need it, but mother told me to

Pressing Clothes by Boys

Four of the thirty boys said they pressed clothes last week (Table LIX). Twenty-six boys did not press their clothes.

Of the four boys who pressed their clothes, two did so because it was their own idea. Two did so because it was the idea of the mother.

All but one of the boys who pressed their clothes liked the activity. The reasons for liking and disliking are given in Table LX.

Washing Hair by Boys

Twenty-one of the thirty boys said they washed their hair last week (Table LIX). Nine boys did not wash their hair.

Of the twenty-one boys who washed their hair, nineteen did so because it was their own idea. Two did so because it was the choice of the mother.

All but five of the boys who washed their hair liked the activity. The reasons for liking and disliking are given in Table LX.

Polishing Shoes by Boys

Twenty-two of the thirty boys said they polished their shoes last week (Table LIX). Eight boys did not polish their shoes.

Of the twenty-two boys who polished their shoes, eighteen did so because it was their own idea. All but three of the boys who polished shoes liked the activity. The reasons for liking and disliking are given in Table LX.

Attitudes Toward Grooming Activities According to Person Responsible for Idea

All but six of the sixty grooming activities which were the choice of the boy were liked. One of the boys who disliked hanging up clothes

did not think it was fun but he always did it (Table LXI). One of the boys who disliked washing his hair did not think it needed it but his mother said for him to.

The reasons for disliking activities chosen by adults were: the boy's preference for working on airplane rather than hanging up clothes, getting too hot while pressing clothes, polishing shoes was not fun, and wanting to do something else rather than polish shoes.

The reasons for liking to hang up clothes were that it kept them neat and the boy desired to help his mother. The reason for liking to polish shoes was to see the shoes change after polishing.

Hanging Up Clothes by Girls

Twenty-seven of the thirty girls said they hung up their clothes yesterday (Table LXII). Three girls did not state whether they hung up their clothes.

Of the twenty-seven girls who hung up their clothes, twenty-three did so because it was their own idea. Four did so because it was the idea of the mother.

All but one of the girls who hung up their clothes liked the activity. The reasons for liking and disliking are given in Table LXIII.

Repairing Clothes by Girls

In answer to the question "Did you repair any of your clothes last week? If so, what did you do?" three of the thirty girls said they sewed on buttons (Table LXII). Among the other repairs listed were: sewed rips, sewed belt on and hemmed dress, and hemmed skirts and gym suit. Twenty-three girls did not repair clothes.

Of the seven activities, six were their own idea. One was the idea of the mother.

Table LXI

Person Responsible for Idea Related to Attitude
Toward Boys' Grooming Activities

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Person responsible for idea*	Grooming activities	Attitude	
		Like	Dislike
Mother	Hung up clothes	Kept them neat Wanted to help mother	Did not like to hang up clothes Wanted to work on airplane
Boy	Hung up clothes		Was not fun, but I always do it Did not like to hang up clothes Did not like it much
Mother	Pressed clothes	Liked it	Got too hot
Mother	Washed hair		Did not like to wash hair
Boy	Washed hair		Did not like it Did not need it but mother said to Did not like to wash hair
Mother	Polished shoes	Liked to see them change	Did not like to shine shoes
Father	Polished shoes		Was not fun Wanted to do something else

* The 54 activities which were the idea of the boy and which were liked have been omitted.

Table LXII

Girls' Grooming Activities and Person Responsible
for Choice of Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Grooming activities	Number of girls	Person responsible for idea	
		Girls	Adults
Hung up clothes yesterday	27*	23	4
Repaired clothes last week:			
Sewed on buttons	3	2	1
Sewed rips	2	2	-
Sewed belt on and hemmed dress	1	1	-
Hemmed skirts and gym suit	1	1	-
All activities	7**	6	1
Sewed at home last week:			
Made a dress	2***	2	-
Pressed clothes last week	22****	19	3
Washed hair last week	23*****	22	1
Polished shoes last week	23*****	22	1

* 3 girls did not state if they hung up their clothes
 ** 23 girls did not state if they repaired clothes
 *** 28 girls did not state if they sewed at home
 **** 8 girls did not state if they pressed their clothes
 ***** 7 girls did not state if they washed their hair
 ***** 7 girls did not state if they polished their shoes

Table LXIII

Girls' Hanging Up of Clothes Yesterday and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Hanging up clothes	Number of girls	Attitude						Dislike Reason not stated
		Reason not stated	Kept from wrinkling	Looked nicer	Like Kept clean	Room looked neater	Other reasons	
Hung up clothes	27	5	4	4	4	3	Should be hung up Knew where they are Wanted to Hung them up neatly Have to do it every day Kept from being fussed at	1

All but one of the seven activities were liked. The reasons for liking and disliking are given in Table LXIV.

Sewing At Home by Girls

In answer to the question "Did you do any sewing at home last week? If so, what did you do?" two of the thirty girls said they made a dress (Table LXII). Twenty-eight girls did not sew at home.

Both of the activities were their own idea.

Both of the activities were liked. The reasons for liking were: earned money and no reason given.

Pressing Clothes by Girls

Twenty-two of the thirty girls said they pressed their clothes last week (Table LXII). Eight girls did not press clothes.

Of the twenty-two girls who pressed clothes, nineteen did so because it was their own idea. Three did so because it was the idea of the mother.

Of the twenty-two girls who pressed clothes all but two liked the activity. The reasons for liking and disliking are given in Table LXV.

Washing Hair by Girls

Twenty-three of the thirty girls said they washed their hair last week (Table LXII). Possibly some of the girls had their hair washed. Seven of the girls did not ~~wash whether they~~ washed their hair.

Of the twenty-three girls who washed their hair, twenty-two did so because it was their own idea. One did so because it was the idea of the mother.

Of the twenty-three girls who washed their hair all but four liked the activity. The reasons for liking and disliking are given in Table LXVI.

Table LXIV

Girls' Repair of Clothes Last Week
and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Repairing clothes	Number of girls	Attitude			
		Like		Other reasons	Dislike
		Liked to sew	Wanted to wear it		Did not like to sew
Sewed on buttons	3	-	1	Did not want a dress without buttons on it	1
Sewed rips	2	1	1		-
Sewed belt on and hemmed dress	1	1	-		-
Hemmed skirt and gym suit	1	-	-	Sewing was a hobby	-

Table LXV

Girls' Pressing of Clothes Last Week and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Pressing clothes	Number of girls	Attitude						Dislike
		Reason not stated	Liked to iron	Kept from wrinkling	Like Needed pressing	Wanted to wear them	Other reasons	
Pressed clothes	22	2	4	2	2	2	Did not mind since it was mine Did not like to see anyone in wrinkled clothes Liked better than washing them Were wrinkled Was fun and different Helped mother Did what I wanted to to them Was good exercise	Did not like to press clothes Disliked it, but had to if they got pressed

Table LXVI

Girls' Washing Hair Last Week and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Washing hair	Number of girls	Attitude				
		Like		Dislike		
		Kept it clean	Other reasons	Reason not stated	Did not feel good	Got soap in eyes
Washed hair	23	9	Did not like dirty hair Needed washing Felt good Had to be done Did not mind Liked it, wash it every week Was fun to care for it Looked better Liked for hair to look nice Was necessary	2	1	1

Polishing Shoes by Girls

Twenty-three of the thirty girls said they polished their shoes last week (Table LXII). Seven girls did not polish shoes.

Of the twenty-three girls who polished shoes, twenty-two did so because it was their own idea. One did so because it was the idea of the mother.

Of the twenty-three girls who polished shoes all but five liked the activity. The reasons for liking and disliking are given in Table LXVII.

Attitudes Toward Grooming Activities According to Person Responsible for Idea

All but eleven of the 94 grooming activities which were the choice of the girl were liked. One girl sewed rips in her clothing but she did not like to sew (Table LXVIII). One of the girls who disliked pressing clothes disliked the activity but had to do it if they were ironed. One of the girls disliked washing her hair because it did not feel good, another got soap in her eyes during the shampoo. One of the girls disliked polishing shoes because she got polish on her hands, another did not like the fact that the shoes needed polishing.

The reason for disliking activities chosen by adults was that the girl did not want to polish shoes.

The reasons for liking hanging up clothes were that the girls liked for the room to look neat and it was a thing that was done every day. The reason for liking repairing clothes was that the girl did not want a dress without buttons on it. The reasons for liking pressing clothes were that: it was good exercise, liking to iron, and the clothes needed pressing.

Table LXVII

Girls' Polishing of Shoes Last Week and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Polishing shoes	Number of girls	Attitude							Dislike	
		Reason not stated	Looked nicer	Needed polish- ing	Like Was going to wear them	Helped my appearance	Other reasons	Reason not stated	Other reasons	
Polished shoes	23	2	6	4	2	2	Was all right, but was not fun Wanted to	1	Did not want to Disliked it, because they needed it Got polish on my hands Did not like it	

Table LXVIII

Person Responsible for Idea Related to Attitude
Toward Girls' Grooming Activities

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Person responsible for idea*	Grooming activities	Attitude	
		Like	Dislike
Mother	Hung up clothes	Liked for room to look neat (2) Have to hang up clothes every day	No reason given
Mother	Sewed on buttons	Did not want a dress without buttons on it	
Girl	Sewed rips		Did not like to sew
Mother	Pressed clothes	Was good exercise Liked to iron Needed pressing	
Girl	Pressed clothes		Did not like to press clothes Disliked it, but had to if they got ironed
Mother	Washed hair	Did not mind	
Girl	Washed hair		Did not like it (2) Did not feel good Got soap in eyes
Mother	Polished shoes		Did not want to
Girl	Polished shoes		Did not like to polish shoes Got polish on hands Disliked it because they needed it Disliked it

* The 83 activities which were the idea of the girl and which were liked have been omitted.

CHAPTER IX

STUDY AT HOME YESTERDAY

Boys' Study at Home

Twenty of the thirty boys said that they studied at home yesterday. Ten boys did not study at home.

Of the twenty boys who studied at home, seventeen did so because it was their own idea. Three did so because it was the idea of the teacher.

Of the twenty boys who studied at home about half liked the activity. The reasons for liking and disliking are given in Table LXIX.

Attitudes Toward Study at Home Activity According to Person Responsible for Idea

All but six of the seventeen boys who studied at home because it was their own idea liked the activity. Two of these boys said that studying was hard, another did not think that it was fun, two boys had too much homework to do, and the sixth boy hated homework (Table LXX).

The reasons for disliking to study at home because it was the teacher's idea were that the boy did not like to study and there was too much homework to do.

Girls' Study at Home

Twenty-eight of the thirty girls said they studied at home yesterday. Two girls did not study at home.

Of the twenty-eight girls who studied at home, nineteen did so

Table LXIX

Boys' Study at Home and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Studying	Number of boys	Attitude						
		Like		Dislike			Hated homework	Was not fun
		Reason not stated	Other reasons	Reason not stated	Had too much homework	Was too hard		
Studied at home	20	6	Would not have to study at school Did not have much homework Did not want to fail Have something to do Was interesting	2	3	2	1	1

Table LXIX

Boys' Study at Home and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Studying	Number of boys	Attitude						
		Like					Dislike	
		Reason not stated	Other reasons	Reason not stated	Had too much homework	Was too hard	Hated homework	Was not fun
Studied at home	20	6	Would not have to study at school Did not have much homework Did not want to fail Have something to do Was interesting	2	3	2	1	1

Table LXX

Person Responsible for Idea Related to Attitude
Toward Boys' Study at Home

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Person responsible for idea*	Studying	Attitude
		Dislike
Teacher	Studied at home	Did not like to study Did not like it Had too much homework
Boy	Studied at home	Was too hard (2) Was not fun Teacher gave us too much homework to do Were too many lessons Hated homework

* The 11 activities which were the choice of the boy and which were liked have been omitted.

because it was their own idea. Nine were the idea of adults—teacher and mother.

Of the twenty-eight girls who studied at home all but ten liked the activity. The reasons for liking and disliking are given in Table LXXI.

Attitudes Toward Study at Home Activity According
to Person Responsible for Idea

All but three of the nineteen girls who studied at home because it was their own idea liked the activity. One of these girls hated homework, another preferred not to have lessons, and the third had too many lessons to do (Table LXXII).

The reasons for disliking activities chosen by adults were that: studying took too long, hatred for studying lessons, there was too much work to do, and preference for going to friend's house rather than studying.

The reason for liking to study at home was that the girl liked to study books.

Table LXXI

Girls' Study at Home Yesterday and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Studying	Number of girls	Attitude						
		Like			Other reasons	Dislike		
		Reason not stated	Was quieter than at school	Was not too hard		Reason not stated	Had too much to do	Other reasons
Studied at home	28	11	2	2	Wanted to get a good grade Would better my education Wanted to Had to do it	1	3*	Rather not have any lessons* Hated homework Hated to study lessons Took too long Hated it Wanted to visit

* 1 girl gave 2 reasons for disliking study at home

Table LXXII

Person Responsible for Idea Related to Attitude
Toward Girls' Study at Home

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Person responsible for idea*	Studying	Attitude	
		Like	Dislike
Teacher	Studied at home	Liked it Liked to study books	Took three hours Hated to study lessons Did not like it much Hate it, had too much homework
Mother	Studied at home		Wanted to go to friend's house Hated it
Girl	Studied at home		Hated homework Would rather not have lessons Had too much to do

* The 16 activities which were the choice of the girl and which were liked have been omitted.

CHAPTER X

CARE OF POSSESSIONS AND OTHER PERSONS

In describing the care of possessions and other persons the boys and girls were asked to state whether they took care of play equipment yesterday, pets last week, and younger brothers and/or sisters last week.

Boys' Care of Play Equipment Yesterday

Twenty-three of the thirty boys said they kept their play equipment in order yesterday (Table LXXIII).

Of the twenty-three boys who took care of play equipment, eighteen did so because it was their own idea. Five did so because it was the idea of adults--mother, coach, and grandmother.

Of the twenty-three boys who took care of play equipment all but six liked the activity. The reasons for liking and disliking are given in Table LXXIV.

Boys' Care of Pets Last Week

Twenty-one of the thirty boys said they took care of their pets last week (Table LXXIII).

Of the twenty-one boys who took care of pets, ~~nineteen~~ nineteen did so because it was their own idea. Two did so because it was the idea of adults--mother and father.

Of the twenty-one boys who took care of pets all but one liked the activity. The reasons for liking and disliking are given in Table LXXIV.

Table LXXIII

Boys' Care of Possessions and Other Persons and
Person Responsible for Choice of Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Care of possessions and other persons	Number of boys	Person responsible for idea	
		Boys	Adults
Kept play equipment in order yesterday	23*	18	5
Took care of pets last week	21**	19	2
Took care of younger brothers and/or sisters last week	8***	3	5

* 7 boys did not keep play equipment in order

** 9 boys did not care for pets

*** 22 boys did not care for younger brothers and/or sisters

Table LXXIV

Boys' Care of Possessions and Other Persons and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Care of possessions and other persons	Number of boys	Attitude						Dislike	
		Reason not stated	Liked pets	To keep in order	Like Pets had been sick	Were fun	Other reasons	Reason not stated	Other reasons
Kept play equipment in order yesterday	23	8	-	3	-	1	Kept from getting in trouble Kept from losing Was school's equipment Room looked better Easier to find	2	Did not like to keep up with them Was hard to do Had to stop playing Wanted to go someplace
Took care of pets last week	21	9	5	-	2	1	Kept from being hungry Thought I should They will like you better	-	Did not like to feed them
Took care of younger brothers and/or sisters last week	8	-	-	-	-	-	Mother could go shopping Don't get to care for him often	4	Was a lot of trouble Wanted to do other things

Boys' Care of Younger Brothers and/or Sisters Last Week

Eight of the thirty boys said they took care of their younger brothers and/or sisters last week (Table LXXIII).

Of the eight boys who took care of their younger brothers and/or sisters, three did so because it was their own idea. Five did so because it was the idea of the mother.

Of the eight boys who took care of their younger brothers and/or sisters, six disliked the activity. The reasons for liking and disliking are given in Table LXXIV.

Attitudes Toward Care of Possessions and Other Persons
According to Person Responsible for Idea

All but six of the forty activities having to do with taking care of possessions and other persons which were the choice of the boy were liked. The reasons for disliking to keep play equipment in order were the dislike for keeping up with them, the task was hard, and to keep play equipment in order the boy had to stop playing (Table LXXV). The boy who disliked taking care of pets did not like to feed the pet. One boy who disliked taking care of younger brothers and/or sisters said they were a lot of trouble.

The reasons for disliking activities chosen by adults were: the preference for going someplace rather than keeping play equipment in order, and the preference for doing other things rather than taking care of younger brothers and/or sisters.

The reasons for liking to keep play equipment in order was to keep from losing it, for liking to take care of pets was that the boy liked pets, and for taking care of younger brother was that the boy did not get to take care of him often.

Table LXXV

Person Responsible for Idea Related to Attitude Toward
Boys' Care of Possessions and Other Persons

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Person responsible for idea*	Care of possessions and other persons	Attitude	
		Like	Dislike
Mother	Kept play equipment in order	No reason given	Wanted to go someplace No reason given
Coach	Kept play equipment in order	Kept from losing	
Grandmother	Kept play equipment in order		No reason given
Boy	Kept play equipment in order		Did not like to keep up with them Was hard Had to stop playing
Mother	Taking care of pets	No reason given	
Father	Taking care of pets	Liked pets	
Boy	Taking care of pets		Did not like to feed him
Mother	Taking care of younger brothers and/or sisters	Don't get to care for him often	No reason given (3) Wanted to do other things
Boy	Taking care of younger brothers and/or sisters		Was a lot of trouble No reason given

* The 34 activities which were the choice of the boy and which were liked have been omitted.

Girls' Care of Play Equipment Yesterday

Nineteen of the thirty girls said they kept their play equipment in order yesterday (Table LXXVI).

More of the boys kept their play equipment in order than did the girls. Perhaps this is due to the fact that the boys engaged in more active forms of recreation, thus requiring more play equipment to be used and to be kept in order.

Of the nineteen girls who kept their play equipment in order, sixteen did so because it was their own idea. Three did so because it was the idea of the mother.

Of the nineteen girls who kept their play equipment in order all but two liked the activity. The reasons for liking and disliking are given in Table LXXVII.

Girls' Care of Pets Last Week

Twenty-one of the thirty girls said they took care of their pets last week (Table LXXVI).

Of the twenty-one girls who took care of pets, eighteen did so because it was their own idea. Three did so because it was the idea of adults--mother and father.

Of the twenty-one girls who took care of pets all but one liked the activity. The reasons for liking and disliking are given in Table LXXVII.

Girls' Care of Younger Brothers and/or Sisters Last Week

Twelve of the thirty girls said they took care of their younger brothers and/or sisters last week (Table LXXVI).

As one would expect, more girls took care of their younger brothers and/or sisters than did the boys. Approximately one half of

Table LXXVI

Girls' Care for Possessions and Other Persons and
Person Responsible for Choice of Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Care of possessions and other persons	Number of girls	Person responsible for idea	
		Girls	Adults
Kept play equipment in order yesterday	19*	16	3
Cared for pets last week	21**	18	3
Cared for younger brothers and/or sisters last week	12***	6	6

* 11 girls did not keep play equipment in order

** 9 girls did not care for pets

*** 18 girls did not care for younger brothers and/or sisters

Table LXXVII

Girls' Care of Possessions and Other Persons and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Care of possessions and other persons	Number of girls	Attitude										
		Like						Dislike				
		Reason not stated	Liked to play with them	House looks better	Would play without fighting	Kept in my order pet	Liked Other reasons	Reason not stated	Was too much trouble	Were mean	Other reasons	
Kept play equipment in order yesterday	19	4	-	3	2	2	-	Hard to find if thrown around Kept room neat Helped mother Kept in good condition Was better than putting up later Kept from falling and getting hurt	-	1	-	Did not want to

Table LXXVII

Girls' Care of Possessions and Other Persons and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Care of possessions and other persons	Number of girls	Attitude									
		Like					Dislike				
		Reason not stated	Liked to play with them	House looks better	Would play without fighting	Kept in my order	Liked Other reasons	Reason not stated	Was too much trouble	Were mean	Other reasons
Kept play equipment in order yesterday	19	4	-	3	2	2	- Hard to find if thrown around Kept room neat Helped mother Kept in good condition Was better than putting up later Kept from falling and getting hurt	-	1	-	Did not want to

Table IXXVII (continued)

Care of possessions and other persons	Number of girls	Attitude									
		Like					Dislike				
		Reason not stated	Liked to play with them	House looks better	Would play without fighting	Kept in my order pet	Liked Other reasons	Reason not stated	Was too much trouble	Were mean	Other reasons
Took care of pets last week	21	8	4	-	-	-	2 Learned their habits Was mine Was fun to watch cat eat Needed attention Needed fresh water Kept from hunger	-	-	-	Rabbits were hard to get in pen
Took care of younger brothers and/or sisters last week	12	1	2	-	-	-	- Kept him from getting hurt Was fun Was good experience Was someone to talk to	1	1	2	Would not mind

the girls engaged in this activity while only about one fourth of the boys took care of their younger brothers and/or sisters.

Of the twelve girls who took care of their younger brothers and/or sisters, six did so because it was their own idea. Six were the idea of adults--mother and father.

Of the twelve girls who took care of their younger brothers and/or sisters, two thirds liked the activity. The reasons for liking and disliking are given in Table LXXVII.

Attitudes Toward Care of Possessions and Other Persons
According to Person Responsible for Idea

All but one of the forty activities having to do with taking care of possessions and other persons which were the girls idea, were liked. The girl who disliked taking care of younger brothers and/or sisters said they were mean (Table LXXVIII).

The reason for disliking activities chosen by adults were that: keeping play equipment in order was too much trouble and the girl did not want to; rabbits were hard to get in the pen; and taking care of younger brothers and/or sisters was disliked because they would not mind, were mean, and were too much trouble.

The reasons for liking to keep play equipment in order was that it kept the room neat. The reasons for liking to take care of pets were that the girl liked her pet and it was her own possession. One girl who took care of younger brothers and/or sisters said that it was good experience.

Table LXXVIII

Person Responsible for Idea Related to Attitude Toward
Girls' Care of Possessions and Other Persons

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Person responsible for idea*	Care of possessions and other persons	Attitude	
		Like	Dislike
Mother	Kept play equipment in order	Kept room neat	Was too much trouble Did not want to
Mother	Took care of pets	Liked my pet	
Father	Took care of pets	Was mine	Rabbits were hard to get in pen
Mother	Took care of younger brothers and/or sisters	Was good experience No reason given	Would not mind Were mean No reason given
Mother and father	Took care of younger brothers and/or sisters		Was too much trouble
Girl	Took care of younger brothers and/or sisters		Were mean

* The 39 activities which were the choice of the girl and which were liked have been omitted.

CHAPTER XI

HOUSEHOLD ACTIVITIES

In describing the household activities the boys and girls were asked to state what they did in taking care of the yard or lawn, what work in the garden they did, what outdoor chores they did, whether they ran errands, and what they did in cleaning and taking care of their house.

Boys' Care of Yard or Lawn

In answer to the question "Did you care for the yard or lawn at any time last week? If so, what did you do?" twenty-one of the thirty boys said they mowed the lawn (Table LXXIX). The other activities listed were: raked lawn and dug around shrubbery. Seven boys did not take care of the yard or lawn.

Of the twenty-six activities, six were their own idea. Twenty were the idea of adults--mother, father, and grandmother.

Of the twenty-six activities, about half were liked. The reasons for liking and disliking are given in Table LXXXI.

Boys' Garden Work

In answer to the question "Did you do any work in the garden last week? If so, what?" six of the thirty boys did some garden work last week (Table LXXIX). Among the activities listed were: pulled corn, cut and stalked corn, pulled grass, gathered pop corn, picked pumpkins, and plowed the garden. Twenty-five boys did not work in the garden.

Of the six activities, three were their own idea. Three were the idea of adults--father and mother.

Table LXXIX

Boys' Household Activities and Person
Responsible for Choice of Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Household activities	Number of boys	Person responsible for idea	
		Boys	Adults
<hr/>			
Took care of yard or lawn last week:			
Mowed lawn	21	4	17
Raked lawn	4	2	2
Dug around shrubbery	<u>1</u>	<u>-</u>	<u>1</u>
All yard and lawn activities	26*	6	20
Worked in garden last week:			
Pulled corn	1	-	1
Cut and stalked corn	1	-	1
Pulled grass	1	-	1
Gathered popcorn	1	1	-
Picked pumpkins	1	1	-
Plowed garden	<u>1</u>	<u>1</u>	<u>-</u>
All garden activities	6**	3	3
Did outdoor chores last week:			
Went to store	3	-	3
Chopped wood	3	2	1
Raked yard	2	1	1
Mowed lawn	2	-	2
Cut timber	1	1	-
Got in horses	1	1	-
Got in hogs	1	-	1
Gathered hay	1	-	1
Fed chickens	1	-	1
Fed pets	1	-	1
Fed horses	1	-	1
Carried wood to house	1	-	1
Took out garbage	1	-	1
Carried papers	1	-	1
Fixed the fence	<u>1</u>	<u>-</u>	<u>1</u>
All outdoor chores	21***	5	16

Table LXXIX (continued)

Household activities	Number of boys	Person responsible for idea	
		Boys	Adults
Ran errands yesterday:			
For family	15	3	12
For neighbors	<u>3</u>	<u>2</u>	<u>1</u>
All errands	18****	5	13
Helped in cleaning and taking care of house last week:			
Took care of own room	15	7	8
Emptied trash or garbage can	12	5	7
Picked up magazines, funny books, etc.	11	5	6
Swept	11	4	7
Dusted furniture	9	3	6
Painted	4	2	2
Household repairs	4	2	2
Mopped floors	2	2	-
Washed windows	2	1	1
Made up bed	<u>1</u>	<u>1</u>	<u>-</u>
All cleaning and care of house activities	71*****	32	39

* 20 boys engaged in 1 activity
3 boys engaged in 2 activities
7 boys did not care for the yard or lawn

** 4 boys engaged in 1 activity
1 boy engaged in 2 activities
25 boys did not work in the garden

*** 3 boys engaged in 1 activity
1 boy engaged in 2 activities
2 boys engaged in 3 activities
14 boys did not do any outdoor chores

**** 4 boys ran errands for 1 group of persons
2 boys ran errands for 2 groups of persons
14 boys did not run errands

***** 5 boys engaged in 1 activity
5 boys engaged in 2 activities
5 boys engaged in 4 activities
3 boys engaged in 5 activities
2 boys engaged in 6 activities
1 boy engaged in 9 activities
9 boys did not help in cleaning and caring for the house

Table LXXX

Boys' Care of Yard or Lawn Last Week and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Care of yard or lawn	Number of boys	Attitude						
		Like				Dislike		
		Reason not stated	Was a good deed	Wanted yard to look neat	Other reasons	Was too hard	Had rather play ball	Other reasons
Mowed lawn	21	-	2	1	Was good exercise Had a power mower Were Father's orders Had fun working Was asked to do it	9	1	Was too much like work Grass was too high Mower did not run good
Raked lawn	4	2	-	1		-	1	
Dug around shrubbery	1	-	-	-		1	-	
All activities	26	2	2	2	5	10	2	3

Of the six activities, half were liked. The reasons for liking and disliking are given in Table LXXXI.

Boys' Outdoor Chores

In answer to the question "Did you do any outdoor chores last week? If so, what?" twenty-one of the thirty boys said they did outdoor chores (Table LXXIX). Among the outdoor chore activities listed were: went to store, chopped wood, raked yard, mowed lawn, cut timber, got in horses and hogs, gathered hay, fixed the fence, carried wood to house, took out garbage, carried papers, and fed the chickens, pets, and horses. Fourteen boys did not do any outdoor chores.

Of the twenty-one activities, five were their own idea. Sixteen were the idea of adults--father, mother, and news office employer.

Of the twenty-one activities, all but one were liked. The reasons for liking and disliking are given in Table LXXXII.

Boys' Errand Running

In answer to the question "Did you run any errands yesterday?" fifteen of the thirty boys ran errands for their family (Table LXXIX). Three boys ran errands for neighbors. Fourteen boys did not run errands.

Of the eighteen errands run, five were their own idea. Thirteen were the idea of adults--mother, father, grandmother, aunt, and a neighbor.

Of the eighteen errands run, all were liked. The reasons for liking are given in Table LXXXIII.

Boys' Help in Cleaning and Caring of House

In answer to the question "To what extent did you help in cleaning and caring for your house last week?" fifteen of the thirty boys took care of their own room (Table LXXIX). Among the other household activities

Table LXXXI

Boys' Work in Garden Last Week and
Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Gardening	Number of boys	Attitude			
		Like		Dislike	
		Reason not stated	Was a good deed	Was too hard	Got too tired
Pulled corn	1	-	-	1	-
Cut and stalked corn	1	-	-	1	-
Pulled grass	1	-	-	-	1
Gathered popcorn	1	1	-	-	-
Picked pumpkins	1	1	-	-	-
Plowed garden	1	-	1	-	-
All activities	6	2	1	2	1

Table LXXXII

Boys' Outdoor Chores Last Week and Attitude Toward Them

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Outdoor chores	Number of boys	Attitude			
		Reason not stated	Were father's orders	Like Other reasons	Dislike Was hard work
Went to store	3	2	-	Liked the ride	-
Chopped wood	3	2	1		-
Raked yard	2	1	-	Had leaves on yard	-
Mowed lawn	2	1	-	Had a power mower	-
Cut timber	1	-	-	Liked to help do things	-
Got in horses	1	-	-	Liked running the horses	-
Got in hogs	1	-	-	Was able to drive truck	-
Fed chickens	1	1	-		-
Gathered hay	1	-	-		1
Fed pets	1	1	-		-
Fixed the fence	1	1	-		-
Fed horses	1	-	1		-
Carried wood to house	1	-	1		-
Took out garbage	1	1	-		-
Carried papers	1	1	-		-
All activities	21	11	3	6	1

Table LXXXIII

Boys' Errands Yesterday and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Errands	Number of boys	Attitude				
		Like				
		Reason not stated	Earned money	Got to ride bicycles	Did things for mother	Other reasons
For family	15	5	2	2	2	Was a good deed Wanted to ride anyway Needed by mother Was easy
For neighbors	3	2	1	-	-	
All errands	18	7	3	2	2	4

listed were: emptied trash or garbage can, picked up magazines, funny books, etc., swept, dusted furniture, painted, household repairs, washed windows, mopped floors, and made up bed. Nine boys did not help in cleaning and caring for their house.

Of the seventy-one activities, thirty-two were their own idea. Thirty-nine were the idea of adults--mother and father.

Of the seventy-one activities, all but ten were liked. The reasons for liking and disliking are given in Table LXXXIV.

Attitudes Toward Household Activities According to
Person Responsible for Idea

All but two of the fifty-one household activities which were the boys choice were liked. Reasons for disliking activities chosen by boys were: mowing the lawn and sweeping was hard work (Table LXXXV).

The reasons for disliking activities chosen by adults were: mowing the lawn was hard work and was too much like work; preference for playing ball rather than raking and mowing lawn; digging around shrubbery; ~~and mowing was too hard~~ mower would not run good; grass was too high; pulling corn, cutting and stalking corn, getting up hay, and household repairs were hard work; getting too tired from pulling grass, and hatred for doing housework.

The reasons stated for liking activities chosen by adults were: liking to work, was a good deed, good exercise, were father's orders, having a power mower, being asked to, being able to drive truck, doing things for mother, was easy to do, needed by mother, being able to ride bicycle, was something to do, and liked pay received for the following: running errands, caring for own room, picking up magazines and funny books, dusting furniture, and sweeping.

Table LXXXIV

Boys' Help in Cleaning and Care of House Last Week and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Cleaning and care of house	Number of boys	Attitude										
		Like								Dislike		
		Reason not stated	Helped mother	Wanted some- thing to do	Liked room clean	Liked house clean	Liked pay	Asked to by mother	Other reasons	Reason not stated	Hated to work around house	Was hard
Took care of own room	15	5	1	2	1	1	1	1	Found things didn't know had	1	1	-
Emptied trash or garbage can	12	4	2	1	2	-	-	-	Liked to work	1	1	-
Picked up magazines, funny books, etc.	11	5	2	1	2	-	1	-		-	-	-
Swept	11	4	2	-	-	1	1	-		1	1	1
Dusted furniture	9	4	1	-	-	1	1	-		1	1	-
Painted	4	1	-	1	-	-	-	1	Liked to paint	-	-	-
Household repairs	4	2	-	-	-	1	-	-		-	-	1
Mopped floors	2	2	-	-	-	-	-	-		-	-	-
Washed windows	2	1	-	1	-	-	-	-		-	-	-
Made up bed	1	1	-	-	-	-	-	-		-	-	-
All activities	71	29	8	6	5	4	4	2	3	4	4	2

Table LXXXV

Person Responsible for Idea Related to Attitude
Toward Boys' Household Activities

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Person responsible for idea*	Household activities	Attitude	
		Like	Dislike
Mother	Mowed lawn	Was a good deed Was good exercise	Was hard work (7) Was too much like work
Mother	Raked lawn	Liked it	Had rather play ball
Mother	Dug around shrubbery		Was hard work
Father	Mowed lawn	Was Father's orders Had a power mower	Was hard work Had rather play ball Mower would not run good Grass was too high
Grandmother	Mowed lawn	Was asked to	
Boy	Mowed lawn		Was hard work
Mother	Pulled corn		Was too hard
Mother	Pulled grass		Got too tired
Father	Cut and stalked corn		Was too hard
Father	Fed chickens	Liked it	
	Chopped wood	Was Father's orders	
	Carried wood to house	Was Father's orders	
	Fed horses	Was Father's orders	
	Got up hogs	Was able to drive truck	
	Mowed lawn	Had power mower	
	Got up hay		Was hard work
Mother	Raked yard	No reason given	
	Mowed lawn	No reason given	
	Took out garbage	Liked it	
	Fed pets	Liked it	
	Fixed the fence	Liked it	
Mother	Went to store	Liked the ride No reason given (2)	
News office	Carried papers	Liked it	

Table LXXXV (continued)

Person responsible for idea*	Household activities	Attitude	
		Like	Dislike
Mother	Errands	Did things for mother Was easy Liked it (2) Earned money Needed by mother Got to ride bicycle Wanted to ride anyway Was a good deed	
Father	Errands	Got to ride bicycle	
Grandmother	Errands	Liked it	
Neighbor	Errands	Liked it	
Aunt	Errands	No reason given	
Mother	Cared for own room	Liked it No reason given Was something to do Wanted to help mother Liked pay Was asked to	Hate to do house work No reason given
Mother	Picked up magazines, funny books, etc.	Liked it Wanted to help mother (2) Was something to do Liked pay No reason given	
Mother	Emptied trash	Liked it Wanted to help mother (2) Was something to do Liked to work	Hate to do house work No reason given
Mother	Dusted furniture	Liked it Wanted to help mother Liked pay	Hate to do house work No reason given
Mother	Swept	Liked it Liked pay Wanted to help mother (2) No reason given	Hate to do house work No reason given
Mother	Mopped floors	Liked it	
Mother	Washed windows	Liked it	
Mother	Painted	Was asked to do it	

Table LXXXV(continued)

Person responsible for idea*	Household activities	Attitude	
		Like	Dislike
Mother	Household repairs	Liked it	
Father	Painted	Wanted something to do	
Father	Household repairs		Was hard
Boy	Swept		Was hard

* The 49 activities which were the idea of the boy and which were liked have been omitted.

Girls' Care of Yard or Lawn

In answer to the question "Did you care for the yard or lawn at any time last week?" seven of the thirty girls said they mowed the lawn (Table LXXXVI). The other activities listed were: raked lawn, picked up sticks and paper, pulled weeds, and cared for flowers. Sixteen girls did not care for the yard or lawn.

A higher percentage of the boys took care of the yard or lawn than did the girls. The boys mentioned twenty-~~six~~ activities; the girls mentioned only fifteen.

Of the fifteen activities, ten were their own idea. Five were the idea of adults--father and mother.

Of the fifteen activities, all but ~~four~~ were liked. The reasons for liking and disliking are given in Table LXXXVII.

Girls' Garden Work

In answer to the question "Did you do any work in the garden last week? If so, what?" only three of the thirty girls did garden work (Table LXXXVI). The two activities mentioned were gathered potatoes and picked beans. Twenty-seven girls did not work in the garden.

Of the three activities, one was her own choice. Two were the choice of the mother.

Of the three activities, all but one was liked. The reasons for liking and disliking are given in Table LXXXVII.

Girls' Outdoor Chores

In answer to the question "Did you do any outdoor chores last Week? If so, what?" thirteen of the thirty girls engaged in this activity (Table LXXXVI). Among the outdoor chore activities listed were:

Table LXXXVI

Girls' Household Activities and Person
Responsible for Choice of Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Household activities	Number of girls	Person responsible for idea	
		Girls	Adults
<hr/>			
Took care of yard or lawn last week:			
Mowed lawn	7	4	3
Raked lawn	5	4	1
Picked up sticks and paper	1	1	-
Pulled weeds	1	-	1
Cared for flowers	1	1	-
All yard and lawn activities	<u>15*</u>	<u>10</u>	<u>5</u>
 Worked in garden last week:			
Gathered potatoes	2	1	1
Picked beans	1	-	1
All garden activities	<u>3**</u>	<u>1</u>	<u>2</u>
 Did outdoor chores last week:			
Brought in garbage can	2	-	2
Swept sidewalk	2	1	1
Ran errands	2	1	1
Fed dog	2	1	1
Brought in water and wood	1	-	1
Brought in cows	1	1	-
Brought in wood	1	-	1
Emptied and burned trash	1	-	1
Mowed lawn	1	1	-
All outdoor chores	<u>13***</u>	<u>5</u>	<u>8</u>
 Ran errands yesterday:			
For family	12	4	8
For neighbors	3	1	2
All errands	<u>15****</u>	<u>5</u>	<u>10</u>

Table LXXXVI (continued)

Household activities	Number of girls	Person responsible for idea	
		Girls	Adults
Helped in cleaning and taking care of house last week:			
Swept	26	12	14
Dusted the furniture	25	12	13
Cared for own room	23	9	14
Picked up funny books, magazines, etc.	20	9	11
Emptied trash or garbage can	12	4	8
Mopped floors	8	3	5
Washed windows	3	-	3
Painted	1	-	1
All cleaning and care of house activities	118*****	49	69

- * 13 girls engaged in 1 activity
1 girl engaged in 2 activities
- 16 girls did not care for the yard or lawn
- ** 27 girls did not work in the garden
- *** 17 girls did not do any outdoor chores
- **** 13 girls ran errands for 1 group of persons
1 girl ran errands for 2 groups of persons
- 16 girls did not run errands
- ***** 3 girls engaged in 2 activities
7 girls engaged in 3 activities
9 girls engaged in 4 activities
6 girls engaged in 5 activities
3 girls engaged in 6 activities
1 girl engaged in 7 activities
- 1 girl did not help in cleaning and caring for the house

Table LXXXVII

Girls' Care of Yard or Lawn and Garden Work Last Week and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Outdoor activities	Number of girls	Attitude						
		Like				Dislike		
		Reason not stated	Helped beautify home	Made yard look neater	Other reasons	Was too hard	Did not like to mow	I was lazy
Care of yard or lawn last week:								
Mowed lawn	7	-	2	1		3	1	-
Raked lawn	5	2	1	1	Was good exercise	-	-	-
Picked up sticks and paper	1	-	-	-	Had fun	-	-	-
Cared for flowers	1	-	-	-	Liked flowers	-	-	-
All activities	15	2	3	2	3	3	1	-
Work in garden last week:								
Gathered potatoes	2	-	-	-	Liked to eat potatoes	-	-	1
Picked beans	1	-	-	-	Was not hard to do	-	-	-
All activities	3	-	-	-	2	-	-	1

brought in garbage can, swept sidewalk, ran errands, fed dog, brought in water and wood, brought in cows, emptied and burned trash, and mowed lawn. Seventeen girls did not do any outdoor chores.

Of the thirteen activities, five were their own idea. Eight were the idea of adults - mother and father.

Of the thirteen activities, all but four were liked. The reasons for liking and disliking are given in Table LXXXVIII.

Girls' Errand Running

In answer to the question "Did you run any errands yesterday?" twelve of the thirty girls ran errands for their family (Table LXXXVI). Three girls ran errands for neighbors. Sixteen girls did not run errands.

More boys ran errands for the family than did the girls.

Of the twelve errands run, five were their own idea. Ten were the idea of adults - mother and neighbor.

All of the fifteen activities were liked. The reasons for liking are given in Table LXXXIX.

Girls' Help in Cleaning and Caring for House

In answer to the question "To what extent did you help in cleaning and caring for your house last week?" twenty-six of the thirty girls swept (Table LXXXVI). Among the other housecleaning and care activities listed were: dusted the furniture, cared for own room, picked up funny books, magazines, etc., emptied trash or garbage can, mopped floors, washed windows, and painted. One girl did not help in cleaning and caring for house.

Table LXXXVIII

Girls' Outdoor Chores Last Week and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Outdoor chores	Number of girls	Attitude				
		Reason not stated	Like		Went to store	Dislike
			Was good exercise	Was fun to sweep		
Brought in garbage can	2	1	-	-	-	Thought brother should do it more regularly
Swept sidewalk	2	-	1	1	-	
Ran errands	2	1	-	-	1	
Fed dogs	2	2	-	-	-	
Brought in water and wood	1	-	-	-	-	Was lazy
Emptied and burned trash	1	-	-	-	-	Hated to work outdoors
Brought in wood	1	1	-	-	-	
Mowed lawn	1	-	-	-	-	Would rather have done it slowly
Brought in cows	1	-	1	-	-	
All outdoor chores	13	5	2	1	1	4

Table LXXXIX

Girls' Errands Yesterday and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Errands	Number of girls	Attitude		
		Like		
		Reason not stated	Got to go to store	Other reasons
For family	12	2	2	Liked to sell magazines Got to see neighbors Bought something for myself Got to go to town Had fun Was good exercise Went to friend's house Had nothing else to do
For neighbors	3	-	1	Was not hard Earned money
All errands	15	2	3	10

Of the 118 activities, forty-nine were their own idea. Sixty-nine were the idea of adults--mother, father, and neighbors.

Of the 118 activities, all but eight were liked. The reasons for liking and disliking are given in Table XC.

Attitudes Toward Household Activities According to
Person Responsible for Idea

All but four of the seventy household activities which were the girls choice were liked. Reasons for disliking activities chosen by the girl were: preference for mowing lawn slowly, and dusting furniture was too dusty (Table XCI).

The reasons for disliking activities chosen by adults were: pulling weeds and mowing the lawn was too hard, laziness, thought brother should bring in garbage can more regularly, dislike for outdoor work, and dislike for work.

The reasons stated for liking activities chosen by adults were: picking beans was not hard to do; was fun and good exercise ~~to~~ ~~by~~; by running errands was able to go to store, see neighbors, and able to go to friend's house; liking for running errands because there was nothing else to do, was good exercise, were fun, and earned money; housecleaning and care activities helped mother, kept house clean, and learned to care for house.

Table XC

Girls' Help in Cleaning and Care of House Last Week and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Cleaning and care of house	Number of girls	Attitude										
		Like					Dislike					
		Reason not stated	Kept house clean	Helped mother	Was fun	Kept room clean	Received allowance	Was my desire	Was good exer- cise	Learned to care for house	Did not like work	Was too dusty
Swept	26	5	7	4	1	3	1	1	1	1	2	-
Dusted furniture	25	4	8	2	1	3	1	1	1	1	2	1
Took care of own room	23	4	5	1	5	3	1	1	1	-	2	-
Picked up magazines, funny books, etc.	20	3	7	3	1	3	1	-	1	1	-	-
Emptied trash or garbage can	12	3	3	1	-	1	1	-	1	1	1	-
Mopped floors	8	2	3	-	1	2	-	-	-	-	-	-
Washed windows	3	1	1	-	-	-	-	-	1	-	-	-
Painted	1	-	-	-	1	-	-	-	-	-	-	-
All activities	118	22	34	15	12	9	5	5	5	3	7	1

Table XCI

Person Responsible for Idea Related to Attitude
Toward Girls' Household Activities

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Person responsible for idea*	Household activities	Attitude	
		Like	Dislike
Father	Raked lawn	Liked it	
	Pulled weeds		Was too hard
	Mowed lawn		Was too hard
Mother	Mowed lawn	Liked it	Was too hard
Friends	Mowed lawn		Was too hard
Brother	Mowed lawn		Did not like to mow
Mother	Gathered potatoes		I was lazy
Mother	Picked beans	Was not hard to do	
Mother	Brought in garbage can		Thought brother should do it more regularly
Mother	Swept the sidewalk	Was fun to sweep	
Mother	Ran errands	Was good exercise	
Mother	Brought in water and wood	Went to store	Was lazy
Mother	Emptied and burned trash		Hated to work outdoors
Mother	Brought in cows	Was good exercise	
Father	Brought in garbage can	Liked it	
Girl	Mowed lawn		Would rather have done it slowly
Mother	Errands	Liked it (2)	
		Got to see neighbor	
		Had nothing else to do	
		Went to friend's house	
		Was good exercise	
		Had fun	
		Got to go to store	

Table XCI (continued)

Person responsible for idea*	Household activities	Attitude	
		Like	Dislike
Neighbor	Errands	Earned money Got to go to store	
Mother	Took care of own room	Was fun (2) Kept house clean(2) Liked it (3) Was good exercise Learned to care for house	Did not like work (2)
Mother	Picked up magazines, funny books, etc.	Helped mother (3) Kept house clean (4) Was good exercise Liked it (3)	
Mother	Emptied trash or garbage can	Liked it (3) Was good exercise Helped mother Kept house clean (2)	Did not like work
Mother	Dusted furniture	Was fun Was good exercise Liked it (3) Learned to clean house Kept house clean (3) Helped mother (2)	Did not like work (2)
Mother	Swept	Helped mother (3) Liked it (3) Was good exercise Learned to care for house Kept house clean (4)	Did not like work (2)
Mother	Mopped floors	Helped mother Kept house clean (3) Kept room clean	
Mother	Washed windows	Was good exercise Kept house clean No reason given	
Father Girl	Painted Dusted furniture	Was fun	Was too dusty

* The 66 activities which were the idea of the girl and which were liked have been omitted.

CHAPTER XII

MANAGEMENT OF PERSONAL FINANCES

In describing the management of personal finances last week the boys and girls were asked to state the method of receiving money--whether they received spending money when needed or received weekly allowance, or earned it; whether they used the family charge account; and how they handled the money they had--whether they spent it immediately, made it last for entire week, or saved some of the money.

Boys' Method of Receiving Money

In answer to the question "How did you get the money you spent last week?" sixteen of the thirty boys said they earned it (Table XCII). Thirteen boys received spending money when needed and twelve received weekly allowances. Three boys did not state how they received money they spent.

Of the forty-one methods of receiving money, twenty-eight were their own choice. Thirteen were the choice of adults--mother and father.

Of the forty-one methods of receiving money, all but two were liked. The reasons for liking and disliking are given in Table XCIII.

Boys' Use of Family Charge Account

Two of the thirty boys said they used the family charge account (Table XCII). Twenty-eight boys did not use the family charge account.

Of the two boys who used the family charge account, one did so because it was his own idea. One did so because it was the idea of adults--mother and father.

Table XCII

Boys' Management of Personal Finances Last Week and
Person Responsible for Choice of Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Management of personal finances	Number of boys	Person responsible for idea	
		Boys	Adults
Method of getting money spent:			
Earned	16	13	3
Received spending money	13	7	6
Received allowance	12	8	4
All methods	<u>41*</u>	<u>28</u>	<u>13</u>
Use of family charge account			
	2**	1	1
Method of handling money:			
Spent it immediately	9	7	2
Saved some	9	6	3
Made last for week	6	6	-
All methods	<u>24***</u>	<u>19</u>	<u>5</u>

* 16 boys engaged in 1 method of receiving money
8 boys engaged in 2 methods of receiving money
3 boys engaged in 3 methods of receiving money

3 boys did not state how they received money

** 28 boys did not use the family charge account

*** 6 boys did not state how they handled money

Table XCIII

Boys' Method of Receiving Money Last Week and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Method of receiving money	Number of boys	Attitude						
		Reason not stated	Liked money to spend	Liked to work	Like Got to go more places	Other reasons	Dislike Was work to it	Was too much trouble
Earned	16	7	3	2	-	Liked to ride a bicycle Kept from depending on mother	1	-
Received spending money when needed	13	5	6	-	1	Was going to fair	-	-
Received weekly allowance	12	3	6	-	1	Could buy what I wanted Wanted to spend for movie	-	-
All methods	41	15	15	2	2	5	1	1

Both of the boys who used the family charge account liked the activity. The reasons for liking were: needed to for supplies, and no reason given.

Boys' Method of Handling Money

In answer to the question "How did you handle the money you had last week?" nine boys said they spent it immediately, nine boys saved some of the money, and six made the money last for the entire week (Table XCII). Six boys did not state how they handled money.

Of the twenty-four activities, nineteen were their own idea. Five were the idea of adults--mother and father.

All but one of the twenty-four activities were liked. The reasons for liking and disliking are given in Table XCIV.

Attitudes Toward Management of Personal Finances Activity According to Person Responsible for Idea

All but three of the forty-eight management of personal finances activities which were the boys' idea were liked. The reasons for disliking activities chosen by boys were: earning money was too much trouble and there was work to it, and spending money immediately was a bad thing to do (Table XCV).

All of the money management activities chosen by adults were liked. The reasons for liking spending money received when needed were: liking to spend money, liking for having money to spend, and that it made possible going to the fair and a movie. The reasons for liking receiving regular weekly allowance were: ability to spend money, liking for money, and ability to spend as pleased. The reason for liking to use the charge account was that it gave the boy money to buy supplies. The reasons for liking to spend money immediately were that it enabled the boy to go to

Table XCIV

Boys' Method of Handling Money Last Week and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Method of handling money	Number of boys	Attitude					Dislike Was a bad thing to do
		Reason not stated	Wanted to buy desired things	Liked some to spend all week	Like Was going to fair	Other reasons	
Spent immediately	9	4	-	-	2	Wanted to see baseball game Did not like to keep money	1
Saved some	9	1	3	-	-	Had to Liked to have money Wanted to have more than allowance next week Thought I should Liked to spend it my way	-
Made last for week	6	3	-	3	-		-
All methods	24	8	3	3	2	6	1

Table XCV

to Attitude
 Person Responsible for Idea Related Toward Boys'
 Management of Personal Finances

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Person responsible for idea*	Management of personal finances	Attitude	
		Like	Dislike
Mother	Received spending money when needed	Liked to spend it	
Father	Received spending money when needed	Was going to fair	
		Liked to have money to spend (2)	
		Liked it	
Mother and Father	Received spending money when needed	Wanted to go to movie	
Mother	Received weekly allowance	Could spend it	
Father	Received weekly allowance	No reason given	
		Liked money	
Mother and Father	Received weekly allowance	Could buy what I wanted	
Mother	Earned	Liked it	
Father	Earned	Liked to work for money	
		No reason given	
Boy	Earned		Was too much trouble Was work to it
Mother and Father	Used charge account	Gave me money to buy supplies	
Mother	Spent money immediately	Was going to fair	
Father	Spent money immediately	Liked to go to fair	
		Wanted to see baseball game	
Father	Saved some	Liked to buy what I wanted	
Boy	Spent immediately		Was a bad thing to do

* The 45 activities which were the choice of the boy and which were liked have been omitted.

the fair and to the baseball game. One boy liked saving money because it enabled him to buy things desired. ~~_____~~

Girls' Method of Receiving Money

In answer to the question "How did you get the money you spent last week?" fourteen of the thirty girls said they received spending money when needed (Table XCVI). Nine girls received weekly allowances, and six earned money. Two girls did not state how they received money.

Of the twenty-nine activities, sixteen were their own idea. Thirteen were the idea of adults--mother and father.

All of the twenty-nine activities were liked. The reasons for liking are given in Table XCVII.

Girls' Use of Family Charge Account

Only one girl used the family charge account last week (Table XCVI). Twenty-nine girls did not use the family charge account.

This girl engaged in this activity because it was her own idea.

The one girl who used the family charge account liked the activity because she did not have to spend her own money.

Girls' Method of Handling Money

In answer to the question "How did you handle the money you had last week?" twelve of the thirty girls said they saved some of the money (Table XCVI). Eight girls spent it immediately, and eight made it last for the entire week. Two girls did not state how they handled money.

Of the twenty-eight activities, twenty-five were their own idea. Three were the idea of adults--mother and father.

All but two of the twenty-eight activities were liked. The reasons for liking and disliking are given in Table XCVIII.

Table XCVI

Girls' Management of Personal Finances Last Week and
Person Responsible for Choice of Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Management of personal finances	Number of girls	Person responsible for idea	
		Girls	Adults
Method of getting money spent:			
Received spending money	14	8	6
Received allowance	9	3	6
Earned	6	5	1
All activities	<u>29*</u>	<u>16</u>	<u>13</u>
Use of family charge account			
	1**	1	-
Method of handling money:			
Saved some	12	9	3
Spent it immediately	8	8	-
Made last for week	8	8	-
All activities	<u>28***</u>	<u>25</u>	<u>3</u>

* 23 girls engaged in 1 method of receiving money
3 girls engaged in 2 methods of receiving money

4 girls did not state how they received money

** 29 girls did not use the family charge account

*** 24 girls handled money in 1 method
2 girl handled money in 2 methods

4 girls did not state how they handled money

Table XCVII

Girls' Method of Receiving Money Last Week and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Method of receiving money	Number of girls	Attitude				
		Reason not stated	Liked to have money	Able to buy things desired	Like Needed it	Other reasons
Received spending money when needed	14	6	2	1	1	Was able to spend as desired Received it more often Received amount needed Had no choice
Received weekly allowance	9	2	1	2	1	Had money all week Had money when needed Enjoyed spending it
Earned	6	3	2	-	-	Was fun
All methods	29	11	5	3	2	7

Table XCVIII

Girls' Method of Handling Money Last Week and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Method of handling money	Number of girls	Attitude							
		Like						Dislike	
		Reason not stated	Had money all week	Had when needed	Able to use as desired	Other reasons		Reason not stated	Liked to spend it
Saved some	12	3	-	5	2	Saved for church	-	-	1
Spent immediately	8	4	-	-	1	Liked to spend money	1	-	-
Made last for week	8	2	5	-	-	Had no choice Felt I should	-	-	-
All methods	28	9	5	5	3	4	1	1	1

Attitudes Toward Management of Personal Finances
Last Week According to Person Responsible
For Idea

All but two of the forty-two management of personal finances activities which were the girls' idea were liked. One of these girls saved money but liked to spend it rather than save it (Table XCIX).

All of the money management activities chosen by adults were liked. The reasons for liking spending money received as needed were that: it provided the amount of money needed, it made possible the purchase of a new shirt, and that it was nice to have money when going somewhere. The reasons for liking receiving regular weekly allowance were: liking to have money when needed, ability to spend as pleased, and enjoyment of spending allowance. The reason for liking earning money was that it was fun. The reasons given for liking saving money were: liking to have money when needed, and ability to buy something the pupil liked.

Table XCIX

Person Responsible for Idea Related ^{to Attitude} Toward Girls'
 Management of Personal Finances

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Person responsible for idea*	Management of personal finances	Attitude	
		Like	Dislike
Mother	Received spending money when needed	Liked it (2)	
Father	Received spending money when needed	Gave me amount needed	
Mother and Father	Received spending money when needed	Wanted a new shirt Liked to have money when going somewhere	
Father	Received weekly allowance	Liked it Liked to have money when needed Liked it (2) Could buy what I wanted	
Mother and Father	Received weekly allowance	Liked it Enjoyed spending it	
Mother	Earned	Was fun	
Mother	Saved some	Liked to have money when needed To be able to buy something I liked	
Mother and Father	Saved some	No reason given	
Girl	Saved some		Liked to spend money
Girl	Spent immediately		No reason given

* The 40 activities which were the choice of the girl and which were liked have been omitted.

CHAPTER XIII

SHARE IN PLANNING FAMILY ACTIVITIES LAST WEEK

In describing the share in planning family activities last week, the boys and girls were asked whether they helped in planning family picnics, family trips, and the jobs they did at home.

Boys' Share in Planning Family Activities

In answer to the question "Did you help in planning family activities last Week?" seven of the thirty boys said they shared in planning the jobs done at home (Table C). The other activity listed was share in planning family trips. Twenty boys did not share in planning family activities.

Of the eleven planning activities, six were their own idea. Five were the idea of adults--mother and father.

All but two of the eleven activities were liked. The reasons for liking and disliking are given in Table CI.

Attitudes Toward Share in Planning Family Activities According to Person Responsible for Idea

All but one of the six boys who chose to share in planning family activities liked this sharing. This boy shared in planning family trips; he stated no reason for disliking the activity (Table CII).

All of the activities chosen by adults were liked. The reason for liking planning jobs done at home was that the boy liked to have the family get together. The reasons for liking planning family trips were that it was fun and the liking for having the family get together.

Table C

Boys' Share in Planning Family Activities Last Week
and Person Responsible for Choice of Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Planning family activities	Number of boys	Person responsible for idea	
		Boys	Adults
Jobs done at home	7	4	3
Family trips	4	2	2
All planning activities	11*	6	5

* 9 boys engaged in 1 activity
1 boy engaged in 2 activities

20 boys did not share in planning family activities

Table CI

Boys' Share in Planning Family Activities Last Week
and Attitude Toward Activity

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Planning family activities	Number of boys	Attitude		
		Like		Dislike
		Reason not stated	Other reasons	Reason not stated
Jobs done at home	1	3	Liked pay Liked to help family Got to do then what I wanted to do	1
Family trips	4	-	Liked to plan trips Had fun Liked family to get together	1
All planning activities	11	3	6	2

Table CII

Person Responsible for Idea Related to Attitude Toward
Boys' Share in Planning Family Activities

(30 boys in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Person responsible for idea*	Planning family activities	Attitude	
		Like	Dislike
Father	Planned jobs done at home	No reason given	
Mother	Planned jobs done at home		Did not like it
Mother and Father	Planned jobs done at home	Liked to have family get together	
Father	Planned family trips	Was fun	
Mother and Father	Planned family trips	Liked to have family get together	
Boy	Planned family trips		Did not like it

* The 5 activities which were the idea of the boy and which were liked have been omitted.

Girls' Share in Planning Family Activities

In answer to the question "Did you help in planning family activities last week?" nine of the thirty girls said they shared in planning family activities (Table CIII). Four girls shared in planning jobs done at home, four in planning family trips, and one in planning family picnics. Twenty-one girls did not share in planning family activities.

Of the nine activities, seven were their own idea. Two were the idea of adults - mother and father.

All of the nine activities were liked. The reasons for liking are given in Table CIV.

Attitudes Toward Share in Planning Family Activities According to Person Responsible for Idea

All of the seven girls who chose to share in planning family activities liked this sharing (Table CV). The reason for liking planning family trips was that it was fun to plan trips. The reason stated for liking to plan family picnics was the liking for going on family picnics. In both of these cases sharing and planning were the adults idea.

Table CIII

Girls' Share in Planning Family Activities Last Week
and Person Responsible for Choice of Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Planning family activities	Number of girls	Person responsible for idea	
		Girls	Adults
Jobs done at home	4	4	-
Family trips	4	3	1
Family picnics	1	-	1
All planning activities	9*	7	2

* 21 girls did not share in planning family activities

Table CIV

Girls' Share in Planning Family Activities Last Week
and Attitude Toward Activity

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Planning family activities	Number of girls	Attitude	
		Reason not stated	Like Reasons
Jobs done at home	4	-	Had fun Liked to help at home Liked to work outdoors Liked to make house look better
Family trips	4	1	Was fun to plan trip Was good experience Enjoyed it
Family picnics	1	1	
All planning activities	9	2	7

Table CV

Person Responsible for Idea Related to Attitude Toward
Girls' Share in Planning Family Activities

(30 girls in the seventh and eighth grades in Central Junior High of Greensboro, and Mebane and Stoneville High Schools of North Carolina, Fall, 1950)

Person responsible for idea*	Planning family activities	Attitude
		Like
Father	Planned family trips	Was fun to plan trips
Mother and father	Planned family picnics	Liked to go on family picnics

* The 7 activities which were the idea of the girl and which were liked have been omitted.

CHAPTER XIV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study was undertaken to determine the home activities, motives, and attitudes of seventh and eighth grade boys and girls in urban, industrial, and rural communities as a basis for planning the homemaking curriculum for junior high schools in North Carolina. For this study schools were selected to represent the different types of public schools in North Carolina. Central Junior High of Greensboro was used as the urban community; Mebane, as the industrial town; and Stoneville, as the rural school. Ten boys and ten girls were selected at random from the seventh and eighth grade classrooms of each school and these pupils filled out a prepared schedule under the supervision of the writer on a school day, but never on Monday.

The purposes of the study were:

1. To determine the home activities of seventh and eighth grade pupils
2. To determine the motives for the home activities
3. To determine the pupils' attitudes toward these activities and motives
4. To determine the differences in home activities of pupils in urban, industrial, and rural communities
5. To determine the differences between the home activities of boys and girls
6. To provide a basis for developing a curriculum for junior high school homemaking

Most of the activities of the boys and girls were their own idea; most of their activities were liked whether they were their own idea or an adults.

This study did not provide all the answers needed. For example, skill in performance of activities was not determined. The teacher, in a given situation, would need to make careful observations at school and at home and consult both parents and pupils in the development of the program.

In discussing the findings, questions are raised concerning other facts the teacher might need to know and concerning ways in which the homemaking program could help boys and girls carry on their normal activities with greater skill and ease and satisfaction. For example, if an activity is done frequently, is the pupil's idea, and liked, is there any need for learning more about it? If an activity is done seldom, is an adult's idea, and disliked, will learning more about it help?

Suggestions are made and questions raised for class units for all pupils, for boys and for girls, and for different types of communities, as well as for topics for individual study.

Units for All Pupils

Recreation was, of course, a very frequent activity, and was almost always the pupil's idea and well liked. Boys at this age tend to play with boys, and girls tend to play with girls. Should any planned recreation unit follow their natural tendencies or try to help their adjustment from separate to shared activities? Perhaps the degree of compliance might help us to decide.

In the foods area the choice of food eaten at meals and at snacks was the most frequent daily activity studied. Setting the table, clearing table, and dishwashing were also frequent. Buying snacks was more frequent than buying groceries and was almost always the pupil's idea; buying groceries was almost always the adult's idea. Preparing food at sometime

during the week was also a very frequent activity. Do seventh and eighth grade pupils choose food wisely? Do these pupils set the table correctly according to socially accepted standards and do they clear the table and wash the dishes quickly and easily? What are they buying for snacks and what does it do to their daily food pattern? Do they buy groceries with any initiative and skill? How much emphasis should be placed on food preparation?

Choices of clothing worn to school were made by all pupils and choices of clothing worn on rainy days, to special places, and made this fall were made by about one-half of the pupils. Were the clothes suitable to the occasion and becoming to the individual? Choice of clothing made were the idea of the adults in about two-thirds of the cases, but liked; choices of clothing bought were made by two-thirds of the pupils. Is there a need for instruction in clothing selection and in wise buying for both parents and pupils?

Decisions as to when to get up, go to bed, and whether to study were usually made by the pupils. In the few cases where the decisions were an adult's there was greater dissatisfaction. Apparently this is a responsibility that pupils, as a whole, can and do assume with satisfaction to themselves. Were the results as satisfactory to the parents and to the teacher?

Frequent grooming activities were: hanging up clothes, polishing shoes, washing hair, and pressing clothes. Were these activities done well and easily?

Taking care of pets and play equipment were very frequent and were usually the pupil's idea and liked. Were the pets and the play equipment well cared for?

In the area of household activities, cleaning and care of the house was by far the most frequent weekly activity. Care of yard or lawn,

errands, and other outdoor chores were also frequent. These activities were more often the idea of adults; some were liked and some disliked. Were the parents asking that these tasks be done before the pupil was ready or was the parent's approach not tactful enough? Reasons for disliking suggest teaching points such as learning to do the jobs quickly and easily, keeping the play equipment in working order, and doing the job before it becomes too big.

Methods of receiving money were: receiving spending money when needed, earning, and receiving weekly allowance. Methods of handling money were: saving, spending immediately, and making it last for entire week. About forty percent of the decisions made in regard to **receiving** money were made by adults; most of the decisions in regard to handling money were made by the pupils. The pupils were satisfied with adult decisions and with most of their own decisions. The few dislikes with methods of receiving and handling money which were the pupil's idea indicated learning through mistakes. Should parents and pupils be helped with the gradual placement of more responsibility for money management on the child?

Special Units for Boys

There were only two areas in which there might be different emphasis for boys than girls.

The fact that boys played more in public places than did the girls points to the need for the home and the school to know the kind of places in which the boys play, to provide wholesome public recreational facilities for them, and to encourage the boys to play in desirable public places.

The boys showed more interest* than the girls in outdoor chores. Perhaps some extra class time should be spent on these activities.

Special Units for Girls

The girls played more alone and indoors than did the boys. Should the girls be urged to seek company for their recreation and to play more outdoors?

The girls showed more interest* than the boys in setting the table, dishwashing, choice of clothing worn to special places, choice of clothes made, hanging up clothes, pressing clothes, taking care of younger brothers and/or sisters, and caring for yard or lawn. Should some extra class time be spent on these activities?

Special Units for Urban Communities

Urban boys played with persons other than family members, kin folk, and neighbors more often and liked to play at home less than did the other boys. There may be a greater need in cities than in smaller communities for improved home recreational facilities and for supervised public recreation.

Urban boys liked the choice of clothing bought. Should this interest lead to more emphasis on clothing buying?

Urban boys liked the time to go to bed less than did the other boys. Do they need some help in recognizing and making decisions between conflicting needs and desires?

*Did these more often, liked them better, or were more often responsible for the idea of doing these things.

Urban girls took care of their play equipment less frequently and liked this less than did the other girls. Should the teacher, in her classes, encourage the pupils to take better care of play equipment?

Urban boys took care of pets less frequently than did the other boys. This is probably due to fewer pets because of the greater congestion in the homes and to more free time on the part of the mother. Should the parents be encouraged to give the pupils more responsibility in doing these things? Could they make more intensive use of their space? Could the school have pets for the benefit of those pupils who do not have them at home?

Special Units for Industrial Communities

Industrial girls did more food preparation than did the other girls. This may be because both parents work and their children have more home responsibilities. It would seem that these girls need more food preparation than do the other girls.

Industrial boys played with family members more often than did the other boys. Does this mean that they need help in improving home recreation? Could the community provide more public recreation?

Industrial boys bought clothes more often than did the other boys. Do these boys buy more but less durable garments? Do they need some help in clothing buying?

Special Units for Rural Communities

The only respect in which the rural girls were different from the other girls was that they liked the foods eaten less than did the other girls. Perhaps there was less variety in the foods served and in the ways of serving them. Here is a real opportunity to teach these girls how to prepare a variety of appetizing dishes from the same foodstuffs.

There were many respects in which the rural boys were different from the other boys. Less food preparation and cleaning and care for the house were done by rural boys than by the other boys. Perhaps the boys think of food preparation and house cleaning and care as "woman's work". Surprisingly, fewer outdoor chores were done by rural boys. Perhaps the boys leave home too early in the morning and get home too late to do many outdoor chores.

Rural boys played less with neighbors than did the other boys. Perhaps the rural church, school, and other organizations should provide more recreation as a part of their program.

Rural boys liked the time to get up less than did the other boys. Do these boys need to recognize the necessity for sufficient sleep and rest?

Rural boys liked washing hair less than did the other boys. Perhaps this is due to less adequate facilities for this activity in the rural homes. Could the school help the boys develop a simple but adequate grooming center at home?

Infrequent Units

Repairing clothes, sewing at home, using the family charge account, and share in planning family activities were usually the pupil's idea and liked. Taking care of younger brothers and/or sisters when done by boys was more often an adults idea and disliked; when done by girls it was usually liked if it was their own idea and usually disliked if it was an adults idea. Gardening, when done because it was the boy's idea was liked; when done because it was an adult's idea was disliked. These activities were so infrequent that they seem to be topics for special reports or home practices rather than for class units.

Recommendations for Further Study

Since this study of pupil activities was based on relatively few cases it might be desirable to make a less complex study on a larger number of cases as a further basis for developing homemaking units for seventh and eighth grades.

A similar study in the lower elementary grades might indicate homemaking areas in which elementary teachers should be trained in order to teach their pupils at teachable moments earlier than the seventh and eighth grades.

A series of studies of the various homemaking areas in which an effort is made to observe and/or measure the skills the pupils have in activities performed frequently, to develop teaching units which fit their needs, and to evaluate the success of those units would be highly desirable.

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APPENDIX

APPENDIX A

This is a sample page of answers similar to the ones you will probably give. Read them carefully to be sure that you understand the kind of information wanted and the correct space in which to put your answers.

Home Experiences, Motives and Attitudes

Home Experiences	Whose Idea Was It? (Yours? If not, whose?)	How Did You Feel About It? (Like it? Dislike it? Explain)
What did you do for fun after school yesterday? Played baseball Watched baseball game A boy walked home with me	Mine	I like sports very much. I like those we play outdoors better. I only like to go swimming when a gang goes.
With whom did you have fun after school yesterday? Boys: Older Yes Same age Yes Younger Yes	Mine and other children that I usually play with.	I had rather play with boys if I had a chance. Who wouldn't?
To what extent did you help in cleaning and caring for your house last week? Empty the trash or garbage cans? Yes, I did it.	Mother's	All right. I have no choice. If I had a choice I surely wouldn't do it.
Did you set the table yesterday? Yes	Mine	I like this—do it for my allowance.
What did you wear? On rainy days Raincoat and boots	Mom makes me wear them.	I don't like to wear a raincoat and boots because the other boys my age don't wear them.
Did you study at home yesterday? Yes	Mine	I hate it. I wish the teachers wouldn't give us so much homework to do then I could get outside and do some other things that I want to do.

Name _____
 Father's Occupation _____
 Mother's Occupation Other Than Homemaking _____
 Other Members of Household _____

Grade in School _____ Age _____ Sex _____
 Number of: Brothers _____ Sisters _____
 Older _____
 Younger _____

Home Experiences, Motives and Attitudes

Home Experiences	Whose Idea Was It? (Yours? If not, whose?)	How Did You Feel About It? (Like it? Dislike it? Explain)
What did you do for fun after school yesterday? 1		
With whom did you have fun after school yesterday? 2		
Boys:		
Older _____		
Same age _____		
Younger _____		
Girls:		
Older _____		
Same age _____		
Younger _____		
Grown ups		
Alone		
Who were the persons with whom you had fun after school yesterday?		
Family members _____		
Kin folks _____		
Neighbors _____		
Others _____		

- 1 Wording of answer should show if you did it or watched it, for example: played ball or watched brothers play ball
- 2 More than one answer may be given in each section

Home Experiences, Motives and Attitudes

Home Experiences	Whose Idea Was It? (Yours? If not, whose?)	How Did You Feel About It? (Like it? Dislike it? Explain)
Where did you play yesterday?		
At home		
Away from home:		
Friends or relatives house		
Public place		
Indoors		
Outdoors		
Did you keep your play equipment in order yesterday?		
If you have pets did you take care of them at any time last week?		
Did you take care of your younger brothers and/or sisters at any time last week?		

Home Experiences, Motives and Attitudes

Home Experiences	Whose Idea Was It? (Yours? If not, whose?)	How Did You Feel About It? (Like it? Dislike it? Explain)
Did you care for the yard or lawn at any time last week? If so, what did you do?		
Did you do any work in the garden last week? If so, what?		
Did you do any outdoor chores last week? If so, what?		
Did you run any errands yesterday? For family _____ For neighbors _____		
To what extent did you help in cleaning and caring for your house last week? Care of own room _____ Pick up magazines, funny books, etc. _____ Empty the trash or garbage can _____ Dust the furniture _____ Sweep _____ Mop floors _____ Wash windows _____ Painting _____		
Household repairs		
Others		

Home Experiences, Motives and Attitudes

Home Experiences	Whose Idea Was It? (Yours? If not, whose?)	How Did You Feel About It? (Like it? Dislike it? Explain)
What did you eat yesterday? Ate everything served at meals		
Ate part of food served at meals		
Ate snacks between meals		
To what extent did you prepare the food you ate last week?		
Snacks for yourself or for friends		
Certain dishes for family meals		
Special meals such as Sunday supper or a birthday dinner		
Lunch boxes		
Whole meals:		
Breakfast		
Supper		

Home Experiences, Motives and Attitudes

Home Experiences	Whose Idea Was It? (Yours? If not, whose?)	How Did You Feel About It? (Like it? Dislike it? Explain)
Did you set the table yesterday?		
Did you clear the table after a meal yesterday?		
Did you wash or dry the dishes yesterday?		
Did you buy any food yesterday? Groceries _____ Snacks _____		
Did you study at home yesterday?		
When did you go to bed last night?		
When did you get up this morning?		

Home Experiences, Motives and Attitudes

Home Experiences	Whose Idea Was It? (Yours? If not, whose?)	How Did You Feel About It? (Like it? Dislike it? Explain)
What did you wear? To school yesterday		
To church, parties or other special places last week		
On rainy days		
What clothes were bought for you this fall		
What clothes were made for you this fall		

Home Experiences, Motives and Attitudes

Home Experiences	Whose Idea Was It? (Yours? If not, whose?)	How Did You Feel About It? (Like it? Dislike it? Explain)
Did you hang up your clothes yesterday?		
Did you repair any of your clothes last week? If so, what did you do?		
Did you do any sewing at home last week? If so, what?		
Did you press any of your clothes last week?		
Did you wash your hair last week?		
Did you polish your shoes last week?		

Home Experiences, Motives and Attitudes

Home Experiences	Whose Idea Was It? (Yours? If not, whose?)	How Did You Feel About It? (Like it? Dislike it? Explain)
How did you get the money you spent last week? Received spending money when needed		
Received weekly allowance		
Earned		
Did you use the family charge account last week?		
How did you handle the money you had last week? Spent it immediately		
Made it last the entire week		
Saved some of the money		
Did you help in planning family activities last week? Family picnics		
Family trips		
Jobs you did at home		